

**CUMBRIA COUNTY COUNCIL
CHILDREN'S SERVICES
SEN Handbook**

Section B2a Cognition and Learning Guidance

Cognition and Learning Guidance			
	Moderate Learning Difficulties (MLD)	Severe Learning Difficulties (SLD)	Profound and Multiple Learning Difficulties (PMLD)
Evidence of Relevant and Purposeful Intervention	<ul style="list-style-type: none"> Well focussed, targeted and resourced IEPs (two at School Action with a minimum of 6 weeks between reviews and two at School Action Plus with a minimum of 6 weeks between reviews) The involvement of external specialists at School Action Plus and evidence that the advice of the specialist has been incorporated into the IEPs Involvement of parents who are working with the school and support the child at home Evidence of the child's attendance, where attendance is below 85% evidence of action taken to improve this Medical evidence which identifies any contributory factors Evidence of the rate of progress over time and the records and outcomes of reviews 	<ul style="list-style-type: none"> As for MLD However, if assessments by the external specialist at School Action Plus demonstrates that the child has severe learning difficulties, a statutory assessment should be initiated 	<ul style="list-style-type: none"> As for SLD If there is compelling evidence from the external specialist's assessment that the child has profound learning difficulties then a statutory assessment should be initiated without the requirement of four reviewed IEPs.
Rate of Progress	0.66 – 0.5 The child would be expected to make the progress in twelve months that an average child would make in 6 – 8 months.	0.5 – 0.2 The child would be expected to make the kind of progress in twelve months that an average	0.2 or less The child would be expected to make the kind of progress in twelve

		child would make in 3 – 6 months.	months that an average child will make in 2 -3 months or less.
Cognitive Assessment*	IQ usually 55 - 69	IQ usually 54 or less	Unlikely to be measurable.
Personal and Social Development and Self Help Skills	Some immaturities evident	The child will have significant delay in the development of social/ self help skills.	The child will be dependent on adult support for all social and personal care.

*Cognitive assessment results should never be used in isolation. The report from the educational psychologist should be used in its totality together with other available information to determine educational provision for the child.

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Section B2b Cognition and Learning Guidance

Guidance on Reasonable Interventions - curriculum and teaching methods, grouping for teaching purposes, human and other resources

	Moderate (MLD)	Severe (SLD)	Profound (PMLD)
Skills for Learning	<p>Understanding, predicting and planning about the immediate environment- offer support for pupil to do this, offer support at times of change. School provision</p> <p>Reasoning and problem-solving: build support for this into the curriculum deliver and the monitoring of individual progress. School provision</p> <p>Specific small group work may be appropriate. School provision</p>	<p>Understanding, predicting and planning about the immediate environment – build this support into all teaching situations. School provision</p> <p>Reasoning and problem-solving: build support for this into the curriculum delivery and monitor individual progress. There will need to be supported opportunities for pupils to solve problems by themselves. They will also need explicit help to generalise and adapt learned skills into new situations. LA funded 2 x 30 minutes per week</p>	<p>Understanding, predicting and planning about the immediate environment – build this support into all the teaching situations.</p> <p>Reasoning and problem-solving: build support for this into the curriculum deliver and monitor individual progress. The whole learning environment needs to be structured so as to promote cognitive development.</p>
Academic Skills	Modify classroom environment and demands to enable access for the	Modify classroom environment and demands to enable access for the	Modify classroom environment and demands to enable access for the pupil.

	<p>pupil e.g. reduce demands for written output. School provision</p> <p>Differentiate the curriculum, to take into account the strengths and weaknesses of the pupil, the pace at which the pupil learns, and the pupil's current targets. School provision</p> <p>Offer support in class, to access tasks and materials, use of adult-led group work and use of peer support. School provision</p> <p>Plan for generalisation of skills acquired, into the classroom environment. School provision</p> <p>Offer small group or one-to-one teaching programmes in specific areas, as appropriate. LA funded 2 x 30 minutes per week</p>	<p>pupil e.g. give visual materials to help support understanding. School provision</p> <p>Differentiate the curriculum, to take into account the strengths and weaknesses of the pupil, the pace at which the pupil learns and the pupil's current targets. The pupil is likely to need modification in all academic areas, and targets will have to be written in small steps in order to observe progress. Use age appropriate targets and materials. School provision</p> <p>Plan for generalisation of skills acquired, into the classroom environment. School provision</p> <p>Provide support in class, to access tasks and materials. This is likely to involve individual support within the classroom.</p> <p>Provide small group or one to one teaching programmes in specific areas, as appropriate.</p> <p>LA funded 5 x 30 minutes per week</p>	<p>Child may need individually designed physical environment.</p> <p>Offer support in class, to access tasks and materials. Child is likely to need constant adult support within the classroom.</p> <p>Differentiate the curriculum, to take into account the strengths and weaknesses of the pupil, the pace at which the pupil learns and the pupil's current targets.</p> <p>The child may need a totally individualised curriculum, much of which will be delivered on a one to one basis.</p>
Language and	Ensure pupil understands language	The child/young person may need to	Ensure the pupil understands the

<p>Communication</p>	<p>of the classroom e.g. repeat instructions, check understanding and allow time for pupil to process language. School provision</p> <p>Create a safe and secure environment for pupil to be able to communicate e.g. time to respond, pair and small group work, priming for class responses. School provision</p> <p>Support language development by using a teaching assistant to implement the advice of the community speech and language therapy where this has been given. Consider using specific, small group language and communication programmes, e.g. Sulp. LA funded 4 x 15 minutes per week</p>	<p>be given specific instructions, using limited and carefully chosen language. This may need to be supported with visual prompts.</p> <p>Support language development by using a teaching assistant to implement the advice of the community speech and language therapy where this has been given. Consider using specific, small group language and communication programmes, e.g. Social Use of Language Programme. Consider appropriateness of signing or augmented communication.</p> <p>Consider using a specific language and communication programme that has been individually designed with specialist advice, delivered by a TA.</p> <p>Create a safe and secure environment for pupil to be able to communicate e.g. prepare materials in advance of session so pupils can respond through multiple choice format in their preferred way of communication.</p> <p>School provision plus LA funded 4 x 30 minutes per week</p>	<p>language of the classroom.</p> <p>Support language development by following using a teaching assistant to implement the advice of the speech and language therapist where they are involved. Method of communication is likely to be individually differentiated. Pupil likely to need alternative or augmented communication.</p> <p>Pupil is likely to need one to one intensive programme to develop communication.</p> <p>Create a safe and secure environment for pupil to be able to communicate. Focus on pupil's ability to respond to a given stimulus.</p>
<p>Social Interaction</p>	<p>Social Skills: monitor the pupil's</p>	<p>Social skills: monitor the pupil's social</p>	<p>Monitor the pupil's social behaviour and</p>

	<p>social behaviour and teach appropriate skills, throughout the school day. This may involve supporting the pupil to relate to peers in less structured parts of the school day. School provision</p> <p>Support the pupils to use reasoning skills to work out what to do in social situations, so they can function independently. School provision</p> <p>Directly teach social skills, in a small group setting. This is likely to be for a limited period, and there must be planning for how the skills will be generalised into the wider environment. LA funded 1 x 30 minutes per week</p>	<p>behaviour and teach appropriate social skills, throughout the school day. This may involve supporting the pupil to relate to peers and adults throughout the school day. Encourage age-appropriate behaviour.</p> <p>Support the pupil to use reasoning skills to work out what to do in social situations, so they can function independently. Specific work to prepare for new situations, or to practice social skills, may be needed.</p> <p>Directly teach social skills, in a small group setting. This may take place over a more extended period, and there must be planning for how the skills will be generalised into the wider environment. Staff will need to support pupils explicitly to use the new skills around the school.</p> <p>School provision plus LA funded 2 x 30 minutes per week</p>	<p>teach social skills appropriate to the pupil and the context, throughout the school day. This may involve supporting the pupil to relate to peers and adults throughout the school day.</p> <p>Support the pupil to function as independently as possible in social situations, e.g. by responding to others, or by making choices.</p> <p>Directly teach social skills, in a small group setting and in one to one sessions. This work will be built into the pupil's individualised curriculum, and taught throughout the school day.</p>
<p>Self Help and Independence</p>	<p>Direct teaching of functional motor skills: pupil may need teaching and extra practice to acquire and use motor skills in school setting e.g. dressing for young pupil, cutting, sticking, hand-writing. School provision</p>	<p>Direct teaching of functional motor skills: pupil will need teaching and extra practice to acquire and use motor skills in school setting e.g. dressing, personal care, cutting, sticking, hand writing. School provision</p>	<p>Direct teaching of functional motor skills: pupil will need teaching and extra practice to acquire and use motor skills in school setting e.g. dressing, personal care. Pupil likely to need ongoing support throughout the school day.</p>

	<p>Monitor and support development of self-help skills. Take teaching opportunities when appropriate throughout school day. Liaise with parents to ensure consistency. School provision</p> <p>Arrange environment to maximise pupil's independent functioning and facilitate the offering of support e.g. visual prompts, larger worksheets and pens. School provision</p>	<p>Arrange environment to maximise pupil's independent functioning and facilitate the offering of support e.g. seating position or workstation. School provision</p> <p>Monitor and support development of self-help skills. Take teaching opportunities when appropriate throughout school day. Liaise and work with parents to ensure consistency. May need individualised programme to teach specific skills. LA funded 2 x 30 minutes per week</p>	<p>Monitor and support development of self-help skills. Take teaching opportunities when appropriate throughout the school day. Liaise and work with parents to ensure consistency. The pupil is likely to need individual programmes to teach specific skills e.g. toileting, dressing, eating. Ongoing support with these skills is likely to be needed.</p> <p>Arrange the environment to maximise pupil's independent functioning and facilitate the offering of support. The pupil is likely to need ongoing support to complete physical and self-help tasks.</p>
Attitude/Motivation	<p>Ensure the pupil has opportunities to work independently on a task, which they can complete without help, and that immediate, positive feedback is given. School provision</p> <p>Help pupil to develop realistic aspirations and self-esteem. School provision</p> <p>Ensure the pupil has opportunities to work, with support, on a task that is challenging but achievable for them. LA funded 1 x 30 minutes per week</p>	<p>As Moderate</p> <p>School provision plus LA funded 1 x 30 minutes per week.</p>	<p>As Moderate</p>

Total funding	<p>Support for up to 4 hours of 1 to 1 equivalent teaching assistant time per week through resources delegated to the school.</p> <p>Up to 3 hours of teaching assistant support per week through a Resourced Individual Education Plan for primary age children.</p> <p>Funding for students with MLD is delegated to secondary schools.</p>	<p>Support for 4 hours of 1 to 1 equivalent teaching assistant time per week through resources delegated to the school.</p> <p>Up to 8 hours of teaching assistant support per week dependent on the needs identified through a Statement of SEN.</p>	<p>Support for 4 hours of 1 to 1 equivalent teaching assistant time per week through resources delegated to the school.</p> <p>Up to 20 hours of teaching assistant time per week dependent on the needs identified through a Statement of SEN.</p>