



## Cognition and Learning Needs Moderate Learning Needs

<b>Range 1</b> <b>Quality First Teaching plus:</b> <b>Share of an additional adult in class</b> <b>SEND friendly classroom strategies</b> <b>Flexible grouping for teaching</b>	<b>Range 2</b> <b>As Range 1 plus:</b> <b>Access to small group support in class</b> <b>Wave 2 'Catch Up' Interventions</b>	<b>Range 3</b> <b>As Range 1 and 2 plus:</b> <b>My Support Plan (MSP)</b> <b>Some individual support to address outcomes in MSP</b> <b>Wave 3 targeted group support</b> <b>Outside agency involvement</b>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of whole school and class assessments</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Normal curriculum plans include QFT strategies.</li> <li>Parents and children involved in monitoring and supporting their targets.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with advice from SENCo.</li> <li>Additional adults routinely used to support flexible groupings and differentiation.</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>Differentiation by presentation, activity and/or outcome.</li> <li>Simplify level/pace/amount of teacher talk.</li> <li>Emphasis on identifying any teaching gaps highlighted by assessment.</li> <li>Opportunities for skill reinforcement/revision/transfer and generalisation.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCo may be involved in more specific assessment and observations.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans reflect levels of achievement; progress is tracked via school tracking.</li> <li>Additional steps taken to involve parents and pupil as appropriate.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCo</li> <li>Additional adult, under the direction of the teacher, provides sustained targeted support on individual/group basis.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Programme includes differentiated and modified tasks within an inclusive curriculum.</li> <li>Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>Programmes to consist of small achievable steps.</li> <li>Pre-teach concepts and vocabulary.</li> <li>Emphasis on using and applying generalisation of skills.</li> <li>Individual targets within group programmes and carefully monitored and reviewed.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCo takes advice from assessment from LD Team/EP and the involvement of education and non-education professionals as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans and progress are closely monitored.</li> <li>Targets are individualised, short term and specific.</li> <li>Continued regular engagement of parents.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support focussed on specific targets.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with support from SENCo and advice from education and non-education professionals as appropriate.</li> <li>Additional adult under the direction of the teacher, provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Tasks and presentation increasingly individualised and modified in an inclusive curriculum.</li> <li>Visual cues to support auditory information at all stages of delivery.</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>Small steps targets within group programmes and/or 1:1.</li> </ul>