St. Mary's SEN Provision for Cognition and Learning

Teaching Environment and Grouping	People and Resources
Teachers develop a range of concrete/visual materials to establish concepts and skills with additional adult support as necessary. Pupils will have access to in-class support which may present itself in the following ways: • Simplified language reinforced by visual materials and modelling. • Developmentally meaningful visual supports during activities to help students structure and identify stages in a task. • Appropriate methods and materials included in lessons • Differentiated approaches for content, pace, use of language by teacher, approaches to communicate taught concepts, how learning is recorded and generalised. • Catch up programmes where they are underachieving. ICT equipment and appropriately structured software to support visual access to the curriculum, develop and support basic skills and promote alternative approaches to recording. Pupils have access to strategies to develop and extend listening and attention. Where required, they have access to simple everyday assistive devices to aid access to the curriculum (e.g. pencil grips, sloping writing surfaces) Pupils may have opportunities to work in a distraction-free environment to assist concentration and learning. Pupils have access to curriculum and support groups working with peers of different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to task.	Work is targeted at the needs of the pupil, ensuring that it is differentiated to cater for those needs. School staff are trained in the needs of the pupils they work with. Additional adults supporting learning should be familiar with how the pupil learns and what their individualised targets are and how they can support the child's achievement.