

# Cognition & Learning Guidance for LIFT

Are there concerns that a child may be struggling in an area of learning?



Document concerns following your school's policy. Ensure there is accurate tracking.

Classroom observation – are good quality first teaching, multi-sensory learning, differentiation and Mainstream Core Standards in place? Any training needs?



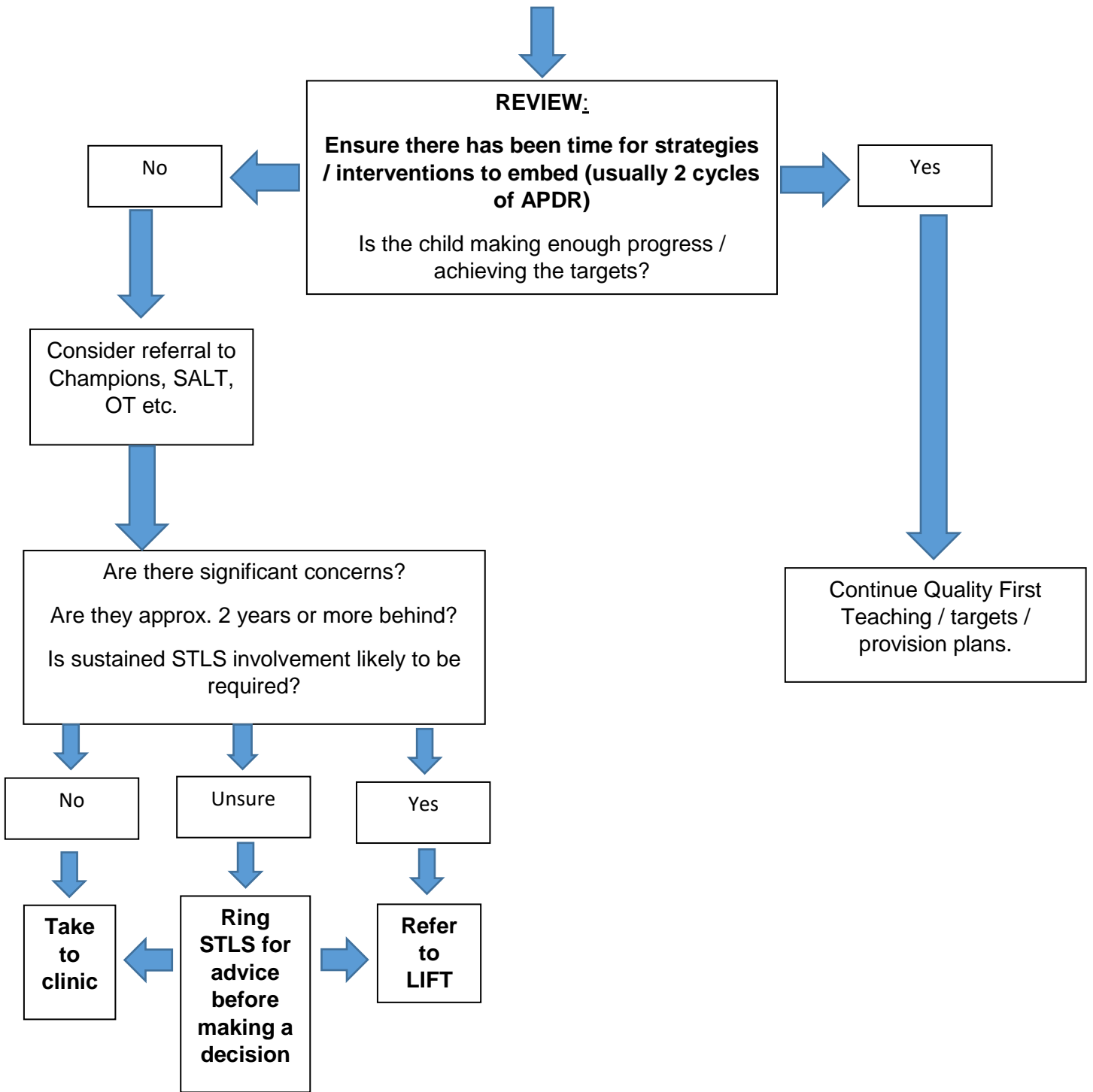
## **ASSESS & PLAN & DO in liaison with parents/staff/child**

Personalised plan/provision map developed through a, 'Plan, Do, Review' cycle with the full involvement of parents/carers and where possible the CYP.

### **Consider:**

- Meeting with parents to discuss concerns and get a wider picture including, family history of learning difficulties, early mile-stones and functional self-care skills. During this meeting signpost the parents to the IASK Information leaflet on the SEND Local Offer: <https://www.iask.org.uk/assets/booklets/2-The-SEND-Local-Offer.pdf>
- Analysing difficulties with literacy and phonological skills using SENCO assessment pack (see STLS website C and L resources) <https://doverstls.co.uk/cognition-and-learning/>
- Put in place appropriate intervention with opportunities for small group over-learning and consolidation (see MCS and STLS website for generic recommendations).
- Screening for language difficulties and provide targeted support, e.g. Language for Learning, Language Link, Language through Colour.
- Analysing difficulties in numeracy using Dyscalculia screening (see MCS and STLS website for generic recommendations).
- Fizzy and Clever Hands to develop weak fine/gross motor skills.
- Adapting classroom equipment (e.g. writing slope, move 'n' sit cushions).
- Providing learning aids – writing frames, Russian scaffolding, visual supports, handwriting guides, task management boards and visual timetables, phoneme mats, manipulatives in maths, magnetic letters.
- Pre-teaching vocabulary.
- Alternative ways of recording – mind maps, Clicker, scribe, sound buttons, voice to text, word processors, iPad and tablets, keyboarding skills.
- Use the child's name to focus attention individually before giving instructions and chunk information.
- Flexible grouping arrangements - individual, pair and small group activities to teach specific skills.
- Using the child's areas of special interest to provide motivational learning opportunities.





**Dover District STLS**

SMILE Centre  
Whitfield Aspen School  
Mayfield Road, Whitfield  
Dover CT16 3LJ

**01304 821526 (Choose SMILE Centre option)**

[stlsadmin@elms.kent.sch.uk](mailto:stlsadmin@elms.kent.sch.uk)