

# Cognition and Learning Needs: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) **Universal provision**

## Curriculum and Teaching

- SENCO responsible for monitoring and co-ordination of specialist interventions
- The Single Equality Duty includes consideration of how access to the curriculum and the physical environment can be improved for children and young people with SEND. To include curriculum access, environmental considerations, for example accessible toilets
- Whole school curriculum policies acknowledge the needs of pupils experiencing difficulties and the impact that this may have on learning
- Schemes of work are differentiated. Guidance on planning of the curriculum emphasises the need to draw from schemes of work for earlier key stages/year groups according to individual need
- In-class support in small groups in targeted subject areas
- Continuing Professional Development (CPD) programme for all relevant staff relating to the needs of children and young people with MLD/SLD/PMLD
- SENCO is aware of the guidance and support available for teachers from organisations specialising in MLD/SLD/PMLD
- Information on learning needs of children and young people distributed to all relevant staff and SENCO disseminates updated information on the children and young people to all relevant staff within the school
- School ensures that all staff are aware of their responsibilities for ensuring access and appropriate differentiation for all children and young people
- Staff are aware of how the curriculum can be differentiated for children and young people with MLD needs and understand the need for significant differentiation of the curriculum for children and young people with SLD/PMLD needs
- Class/subject teachers take responsibility for acting upon information around relevant students
- Additional specialist advice/support sought as required
- Teachers and support staff adopt strategies identified by SENCO and/or specialist to support individual needs of children and young people to include:
  - ◊ extra thinking time for responses to questions or contributions to class discussions and extra time to complete activities
  - ◊ opportunities for revision and overlearning; strategies to develop and extend listening and attention
  - ◊ clear classroom routines supported by visual cues e.g. visual timetables
  - ◊ use of visual aids, including object cues, gesture and basic signing to support understanding and development of language
  - ◊ regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum
  - ◊ tasks broken into smaller steps; simplified language reinforced by multi-sensory learning
  - ◊ approaches to support receptive and expressive language delay (e.g. visual cues objects, photographs, signs, symbols)
  - ◊ focused, small group work within classroom; programmes to help with sequencing and organisational skills
  - ◊ strategies to support problem solving and development of concepts
  - ◊ activities to assist with developing mark making /fluent handwriting and/or opportunities to develop word processing skills
  - ◊ strategies to assist those with poor working memory skills and retention, such as individual visual timetable, small group to rehearse activities and preview the vocabulary/text
- Consideration of positioning and seating to support learning
- Access to a methodically organised learning environment which is well-defined and labelled using writing and visual prompts
- Time-limited targeted intervention groups (e.g. literacy, numeracy, language and communication, graphic skills, fine/gross motor skills, social skills, as appropriate)
- School ensures high expectations of progress, achievement and social inclusion

## Assessment

- All staff are aware of the indicators of MLD/SLD and are able to contribute to the early identification of children and young people with MLD/SLD
- SENCO uses a range of assessment tools to assess children and young people for MLD/SLD for example National Assessments and reading/spelling tests

Where there is evidence that children and young people has not made expected progress across the curriculum:

- Assessment of children and young people's strengths and difficulties using up to date assessment tools
- Clear expected outcomes set for all interventions and ongoing monitoring of children and young people's progress as a result of interventions
- Regular reviews of progress to include children and young people, parents/carers and a specialist teacher where they are involved

## Pastoral Care

- Guidance for parents/carers in how to support their children's development e.g. parent groups/workshops/ resources
- Policy and procedures for health and personal care needs and moving and handling in school's Health and Safety Policy where appropriate
- Access to appropriate location in school for medical interventions and/or arrangements for personal and hygiene needs and medical/health
- Appropriate work experience opportunities
- Signposting to quality enrichment activities
- A focus on the development of social skills, emotional well-being and enhancement of self-esteem
- Discussion with children and young people and parents/carers and involvement in identification and planning
- Ongoing regular sharing of information with parents/carers
- Tutor/mentor/keyworker support for organisational skills; Access to homework support
- School ensures that written information is provided in an accessible format or there is a process for those who need an alternative

# Cognition and Learning Needs: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) SEN Support

## Curriculum and Teaching

- SENCO is responsible for monitoring and co-ordination of specialist interventions
  - Regularly updated information to all relevant staff within the school i.e. risk assessments, individual provision maps identifying all additional to and different from provision and interventions and guidelines/advice from other professionals
  - Specialised training relevant to individual child or young person in relation to health and educational needs (e.g. signing, feeding, airways management, communication approaches, postural management and positioning)
  - SENCO is responsible for managing, advising and coordinating all interventions
  - All staff adopt strategies identified by SENCO/specialists for individual needs
  - Significant differentiation of curriculum according to need (for children and young people with PMLD an adapted curriculum including a sensory approach)
  - A nurturing environment/approaches with opportunities for:
    - ◊ learning through play in the early years and primary phase
    - ◊ opportunities for small group experiences in a safe and secure space in the secondary phase
    - ◊ an environment that takes account of the sensory and movement needs of children and young people to assist their involvement and engagement.
    - ◊ teaching and learning which is multi-sensory
  - Using practical activities and working with visual materials and objects to establish and reinforce concepts and skills
  - Opportunities to transfer/generalise learning in different contexts
  - Access to range of appropriate resources e.g. symbol software; Access to alternative forms of recording
  - Access to an environment which has tactile markers
  - Additional communication strategies, such as augmentative sign systems (Makaton) and symbols and objects of reference
  - Frequent opportunities for individual and small group work within the classroom or on a withdrawal basis to address learning needs
  - Individual support to track back, preview, rehearse texts/vocabulary and/or tasks to increase understanding
  - Provision and use of specialist ICT for access and communication where necessary
  - Individual word banks for high frequency and topic words with object/picture/symbol cues
  - Individual packages of support to develop life and independent learning skills
- For children and young people with PMLD individualised:
- Specific provision including appropriate positioning to enable learning and use of specialist supportive equipment to facilitate access to whole school and community activities
  - Specific details of communication approaches/strategies to include: Signing/symbols; Objects of reference; Cause and effect activities; Intensive interaction; the provision of individual assistive technology
  - Additional advice/support from Specialist services
  - Time limited individualised programmes to develop fine and gross motor skills e.g. Occupational Therapy programmes
  - Speaking and listening through narrative programme
  - Key Stage 3/4 access to alternative curriculum, alternative accreditation, work related learning and college opportunities including life skills
  - Timetabling to allow for opportunities for reduced options at Key Stage 4/5
  - Access to specialist resources and advice e.g. hydro-therapy, sensory resources

## Assessment

- Further specialist assessment where of lack of expected progress despite high quality time limited interventions at early years/school action
- A multi-agency meeting such as CAF or Team Around the Child is set up as appropriate
- Further assessment of children and young people's strengths and difficulties with advice/support from specialists.
- For pupils with associated challenging behaviour a functional assessment of behaviour and an individual risk assessment
- Small step assessment systems e.g. PIVATS, BSquared or Routes for Learning
- Assessment of assistive technology needs according to individual needs
- Regular reviews of progress to include children and young people, parents/carers and specialist support services if involved
- An updated profile of individual physical and learning needs for children and young people with PMLD if appropriate

## Pastoral Care

- Discussion with children and young people and parents/carers and involvement in planning, including person-centred planning
- Regular sharing of information with children and young people, parents/carers and other agencies
- Individualised pastoral support and named keyworkers
- For children and young people with associated challenging behaviour a detailed individual behaviour support plan/positive handling plan
- Individual transition plan with strategies to support and facilitate transition across phases/key stages
- Strategies to facilitate movement across school (from one teacher to another/one subject class to another/from classrooms to outside areas/dining room)
- For children and young people with SLD/MLD, planned work experience supported by key worker
- Support to facilitate social interaction
- Individual risk assessments e.g. moving and handling, intimate care, storage and delivery of medicines and flammable substances (oxygen), fire safety and evacuation plans
- Provision of advocates to support children and young people unable to communicate their needs, wants and views directly, including structured frameworks
- Signposting to local and national voluntary and independent community groups