

Cognition & Learning - General:	
<p data-bbox="202 300 560 331">What will you see? (Barriers)</p>	<p data-bbox="697 264 1262 295">What can help? Strategies and Provision</p>
<p data-bbox="202 338 678 607">Many CYP show a slower rate of progress than their peers. This could be due to a range of factors for example developmental delay or the impact of life events. Often their rate of progress will increase over time through high quality teaching and in class support at a universal level.</p>	<ul data-bbox="697 338 1362 925" style="list-style-type: none"> <li data-bbox="697 338 1174 369">• Understanding strengths and interests <li data-bbox="697 378 1350 409">• Knowledge and understanding of barriers to learning <li data-bbox="697 418 1362 490">• Knowing CYP starting point and next steps to develop learning <li data-bbox="697 499 1326 571">• Consistent Quality First Teaching (See SEN Code of Practice) <li data-bbox="697 580 983 611">• Activate prior learning <li data-bbox="697 620 1362 692">• Teaching using a Multi-sensory approach with a lot of opportunities for overlearning <li data-bbox="697 701 1334 732">• Teaching is sequential build on what the CYP knows <li data-bbox="697 741 1110 772">• Model, scaffold to independence <li data-bbox="697 781 1362 853">• Use of effective questioning to enable engagement in learning <li data-bbox="697 862 1206 893">• Regular assessment informing next steps <li data-bbox="697 902 1315 934">• Opportunities to talk through learning with a peer