

2.Cognition and Learning			
A: General Learning Difficulties			
Universal Descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<b>The pupil shows some low level learning needs which affect their learning in some situations. Their needs are met through their mainstream classroom through Quality First Teaching approaches, accessing whole class learning with occasional some support from staff in class.</b>			
<p>Some difficulties in the acquisition and / or use of language, literacy and numeracy skills</p> <p>Some difficulties with adaptive behaviour and social skills, e.g. can seem immature when compared to peers</p> <p>Can show lack of concentration in lessons</p> <p>Suspected memory difficulties</p> <p>Possible low level behaviour problems and / or work avoidance</p> <p>Some signs of disorganisation</p>	<p>Observation</p> <p>Data tracking showing slow progress in the acquisition of language, literacy and numeracy</p> <p>Teacher assessments</p> <p>Pupil Progress meetings</p> <p>Child / Young Person voice</p> <p>Parent / carer voice</p> <p>One Page Profile / Learner Profile</p>	<p><b>Adjustments to Teaching Methods:</b> Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> <li>• Pupil is part of whole class learning and provided with resources and scaffolding to achieve the objectives independently e.g. checklists, memory aids etc</li> <li>• Expectations on outcomes and timings to complete tasks are considered</li> <li>• Targeted simplified level / pace / amount of teacher talk with consideration given to questions asked as part of a whole class approach</li> <li>• Alternative forms of recording occasionally used as part of whole class teaching</li> <li>• Use of visual, audial and kinaesthetic approaches are regularly used</li> <li>• Breaking instructions down at a whole class level</li> <li>• Routine feedback to pupil as part of a whole class approach</li> <li>• Differentiation needed in <b>some</b> subject areas</li> <li>• Access to appropriate resources</li> <li>• Possible adjustments made to homework tasks</li> </ul> <p><b>Grouping:</b></p> <ul style="list-style-type: none"> <li>• The pupil accesses whole class teaching possibly with some TA support, either as the whole class or small group, or within an appropriate band/set</li> <li>• All pupils have access and are supported by the class teacher(s) and any teaching / learning assistants over the week</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Make reasonable adjustments to support access to tasks e.g. word banks, number friezes, number lines etc</li> <li>• Whole class resources and displays that support independence</li> </ul>	<p><b>Additional advice and support is available from:</b></p> <p>SENCo</p> <p>Pastoral Team</p> <p>Curriculum / Year Group Leader</p> <p>Teacher with Learning Responsibility</p> <p>Prior to transition information from previous provision</p>