

Co-ordinator

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Cognition and Learning Outreach Service

We support children who are working significantly below the expected level for their age.

Our Aim

To support teachers and staff in schools to create effective learning environments in order to enable children to achieve their potential.

We Offer:

- Support to teachers and teaching assistants to help with differentiation
- Support with the use of appropriate classroom resources
- Staff training to develop understanding of the needs of children with learning difficulties
- Short term observations of children to develop an understanding of their extra needs in the classroom
- Support with effective communication in the classroom
- Support with sensory strategies to allow children to access learning

Criteria

In order to fulfil criteria for the Cognition and Learning service, the following criteria must be met:

The child must be exhibiting learning deficits comparable with Range 3 of the SEND Ranges:

- Persistent difficulties in the acquisition of language/literacy/numeracy skills;
- May appear resistant to previous interventions;
- Pupil is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification.
- Moderate difficulties with independent working and may sometimes need the support of an adult and a modified curriculum;
- Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition, e.g. memory, concept development, information processing, understanding, sequencing and reasoning.
- Difficulties impact on learning and/or limit access to the curriculum;
- Significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties;
- Personalised learning plan;
- Access to advice from a specialist;
- Support for reading/recording to access the curriculum at the appropriate level of understanding.
- Pupil will have moderate and persistent difficulties with literacy, numeracy and/or motor coordination despite regular attendance, significant events of focussed intervention, effective provision mapping and quality first teaching.
- Difficulties in some aspect of cognitive processing will be present (ie slow phonological processing, poor working memory, and difficulties with auditory and visual processing);
- May require assistive technology and/or augmented or alternative communication support;
- Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support involvement of pupil in target setting and personalised learning.