Bath & North East Somerset Council

Improving People's Lives

Primary & secondary school edition

Universal and SEND Support Strategies and Resources

Cognition and Learning

Contents

A Graduated Approach

In line with the Graduated Approach outlined in Section B - A Graduated Approach www.bathnes.gov.uk/oap-graduated-approach and in the SEND Code of Practice, 2015 (CoP), settings should begin with high-quality, inclusive teaching and progress through increasingly targeted support based on the assessed need.

Universal Level (HQT/QFT):

- Classroom practice: Review structures, routines, and lesson delivery to ensure consistency, accessibility, and emotional safety.
- Expectations: Revisit Section A www.bathnes.gov.uk/oap-setting-expectations and the setting's expectations for universal, high-quality teaching and learning for all. Identify and address any staff training needs.
- Strategies: Universal strategies listed in Section C should be ordinarily available in all settings.

Targeted Support (SEND Support):

- Assessment: Complete a thorough assessment across all four areas of need. Identify the primary area of need and set SMART targets.
- Provision: Agree on tailored strategies and support.
- Implementation: Deliver targeted interventions and monitor progress using the Assess, Plan, Do, Review (APDR) cycle.

This approach ensures that a CYP with SEND receives timely, appropriate, and coordinated support. It focuses on identifying and addressing underlying needs through a holistic and inclusive lens.

The following sections provide detailed guidance for schools on meeting needs through both universal and targeted SEND support.

Cognition & Learning - Universal

Definition

Cognition means the way we think, reason, and learn. It includes the mental processes that help us understand and make sense of the world through our senses, thoughts, and experiences. Everyone's brain works differently, which affects how we take in and use information.

Some children and young people (CYP) have unique strengths and needs that make learning harder than for their peers. This might affect one area, such as reading or maths, or it could impact learning more broadly. For example, difficulties with working memory can make it harder to follow instructions, remember steps, and stay organised both in school and at home. Adjustment, modification, and adaptation of the curriculum, across many or all areas, may be needed to enable the CYP to fully access learning.
It is essential to consider the possibility of underlying Special Educational Needs and Disabilities (SEND) that may not yet have been identified.

SEND Code of Practice 2015 (CoP)

In line with the outlined Graduated Approach (see section B www.bathnes.gov.uk/oap-graduated-approach), settings should begin with high-quality, inclusive teaching and progress through increasingly targeted support, based on assessed and identified need.

In this Cognition and Learning section there will be universal and SEND Support strategies for:

- Attitude and Access to Learning
- Working Memory
- Processing Speed
- Verbal Reasoning
- Problem Solving
- Reading
- Writing (including handwriting)
- Maths

These strategies are in addition to the whole-setting expectations in Section A www.bathnes.gov.uk/oap-setting-expectations

Attitude/Access to Learning

- The curriculum promotes and celebrates success, resilience, independence, and a growth mindset.
- Self-esteem and achievement are actively encouraged and celebrated.
- Specific praise is shared and reinforced publicly, while reminders or sanctions are applied discreetly to maintain dignity.
- Feedback both celebrates success and informs next steps.
- Cognitive load is minimised and impact on working memory is reduced by teaching and practising set routines and approaches, e.g. following a check-list order to set up an experiment.
- Recording of key points, instructions, and taking notes is encouraged.
- Regular retrieval practice helps embed knowledge.
- The learning environment is visually supportive and avoids overstimulation.
- Processing time or opportunities to talk, e.g. in pairs, is given before answering.
- Language demands are reduced to aid understanding.
- Instructions are clear, simple, and given one at a time, with longer instructions broken down into manageable steps.
- Repetition (rather than rephrasing) is used first to reinforce understanding.
- Flexible groupings are in place to support co-operation, reciprocal teaching, and exposure to different perspectives.
- Dual coding of visual and verbal information to enhance learning.
- Scaffolds (written, verbal, visual) are used to hold key instructions, information, and concepts.
- Sufficient time is allowed to check for understanding, share ideas, review, and monitor progress.
- New content is linked to prior knowledge.
- Models of new concepts are provided, using real-life examples to increase relevance.
- The learning outcome is shared, explained, and explicitly linked to prior knowledge.
- New or complex vocabulary is clarified, displayed, and revisited.
- Resources are matched to CYP's reading level.
- Reduced copying demands and streamlined presentation of information, e.g. templates, partially completed notes.
- Homework is adapted to ensure an equal level of challenge for all CYP.
- A dyslexia screener is considered where appropriate, with discussion involving parent/carers and SENDCo.
- A language and communication assessment is considered where appropriate, with discussion involving parent/carers and SENDCo.

Working Memory

- New information is chunked into manageable steps to reduce cognitive load.
- Multisensory and/or active teaching and learning opportunities are provided to reinforce understanding.
- Rehearsal and revision strategies are actively taught and practised, e.g. rhymes, acronyms, anagrams, associations.
- Memory strategies such as mnemonics are explicitly taught and used to support knowledge retrieval.
- Re-telling, paraphrasing, and summarising are modelled and deliberately practised to strengthen recall and comprehension.
- Memory aids such as note-taking, making lists, and checklists are taught and encouraged for independent use.
- Reduced copying demands and streamlined presentation of information, e.g. templates, partially completed notes.
- Practical resources, e.g. number lines, multiplication grids, calculators are provided to reduce cognitive load and support independent problem-solving.
- Clear, simple instructions are given and repeated rather than rephrased to maintain consistency.
- Regular review and repetition opportunities are built into lessons to consolidate learning.
- Immediate feedback and next steps are provided, wherever possible, to reinforce memory and understanding.
- Context-led and meaning-based instruction is used to help CYP make connections between new and existing knowledge.

Processing Speed

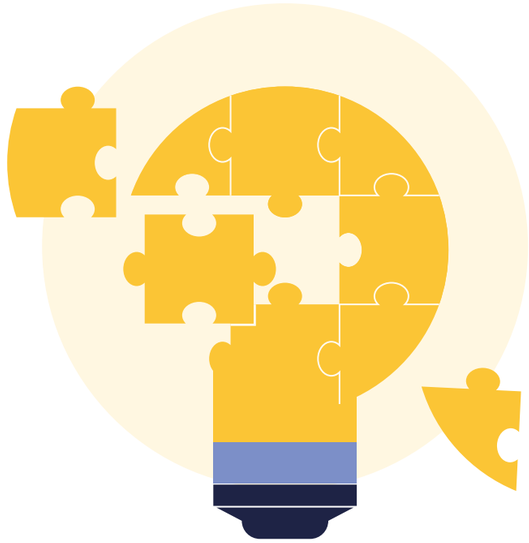
- Self-monitoring strategies are used to set goals and rate success on timely task completion, e.g. individual timers, task planners, checklists.
- Resource folders enable independent access to learning, e.g. vocabulary lists, sentence stems, knowledge organisers, visual supports.
- Appropriate, protected processing time before response expectations, e.g. wait time, think time, staggered questioning.
- Real-life and relatable analogies used to teach abstract concepts and anchor new ideas in familiar experiences.
- Explicit linking of new content to prior knowledge, e.g. retrieval prompts, “What do we already know?” starters, concept mapping.
- Quality over quantity of work produced is emphasised, e.g. targeted exemplars, success criteria focused on depth.
- Step-by-step task breakdowns with visual sequencing are used, e.g. ‘First, Next, Then’ boards, numbered instructions.
- Visual scaffolds and models are used consistently, e.g. worked examples, graphic organisers, flowcharts to speed up understanding.
- Reduced copying demands and streamlined presentation of information, e.g. templates, partially completed notes.
- Flexible response formats, e.g. oral answers, sentence stems, bullet points, voice notes to minimise time barriers.
- Chunked tasks with interim checkpoints and brief refocusing breaks to maintain pace without overload.
- Clear time cues and routines, e.g. countdowns, traffic-light time signals to support pacing and self-regulation.
- Modelling of strategies for efficiency, e.g. skimming for key information, highlighting, using glossaries, followed by guided practice.
- Regular retrieval practice in short, low-stakes bursts to strengthen access to prior learning and reduce processing time.
- Collaborative rehearsal opportunities, e.g. pair-share, rehearsal before whole-class responses, to refine ideas first.

Verbal Reasoning

- Language and experience filled classroom environments use real-life examples and practical experiences to make abstract ideas concrete.
- Scaffolds such as mind maps, graphic organisers, and sequencing charts help CYP organise ideas logically.
- ‘Thinking aloud’ strategies are used to model verbal reasoning processes, demonstrating how to connect ideas logically.
- Sentence starters, stems, and scripts, e.g. “I think this because…,” or “One reason might be…,” or “This links to…” displayed visually and used consistently to support verbal reasoning.
- Opportunities for language rehearsal through pair-share, small group discussions, and role-play before whole-class sharing, allow CYP to practise answers verbally or in writing.
- Explicit teaching of reasoning elements, e.g. connectives, causal language, comparative phrases, and justification stems.
- New vocabulary is systematically taught, meaningfully displayed, and regularly updated for relevance, e.g. ‘words disappear, visuals don’t’.
- Familiar vocabulary used when introducing challenging or complex concepts, anchoring explanations in everyday language before layering in technical or subject-specific terms.
- Key exam and assessment command words are explicitly taught, e.g. explain, describe, analyse, demonstrate, evaluate, compare, contrast, justify in context, with examples and visual cues.
- Visual supports such as diagrams, flowcharts, and concept maps used to represent reasoning steps, paired with key vocabulary to aid memory and understanding.
- Regular opportunities for reflection, through review and refinement of reasoning after discussions, capture evolving ideas.

Problem-solving

- Problem-solving steps are explicitly taught e.g. define, plan, solve, review.
- Problem-solving processes modelled aloud to demonstrate reasoning.
- Variation of problem-solving tasks, e.g. by changing numbers, conditions, or methods shows underlying relationships and deepens understanding.
- Metacognitive strategies encourage self-regulated learning.
- Reflection opportunities after problem-solving support to evaluate strategies and outcomes.
- Safe opportunities for normalising and making mistakes promote perseverance and resilience.
- Real-life, relatable analogies used to make abstract concepts concrete.
- Meaningful, real-world contexts are embedded in problems, for relevance and engagement.
- Sort, classify, and categorise tasks strengthen logical thinking.
- Graphic organisers used to unify and break down information for clarity.
- Resources with sequenced prompts guide CYP through problem-solving steps.
- Modelling and practise of different approaches to solving number and word problems.
- Flexible thinking encouraged and praised.
- Oral rehearsal and collaborative discussion utilised before committing to solutions.
- Peer problem-solving opportunities to share reasoning and strategies.
- Scaffolded support with prompts and cues guide thinking without giving answers, scaffold gradually reduces as independence grows.
- Chunking of complex tasks into smaller steps to reduce overload.
- Worked examples and partially completed problems build confidence.
- Choice in problem-solving tasks promotes CYP ownership.
- Key steps and success criteria displayed for easy reference.



Reading

- Success is promoted and celebrated through approaches to reading, focusing on both meaning and enjoyment.
- Language development and comprehension are central to all reading activities.
- Reading spaces are inviting, with diverse books that reflect CYPs' interests and backgrounds.
- Positivity is fostered through book clubs, book talk, reading games, and author visits.
- Planned, systematic teaching of vocabulary develops oracy skills.
- A DfE-approved Systematic Synthetic Phonics (SSP) programme is in place, with matched resources and books.
- Opportunities for success with reading are provided, such as reading familiar books and texts with over 90% accuracy.
- Choral, echo, and paired reading, among other approaches are taught and practised.
- Key reading skills are explicitly taught: infer, predict, explain, clarify, retrieve, summarise, and sequence.
- Fluency and prosody are modelled and practised, focusing on speed, intonation, and response to punctuation.
- Dual coding is used, especially for text-heavy resources.
- Visual stress preferences are considered, with coloured backgrounds, gels, papers, and overlays available.
- Digital texts allow for personalisation with adjustable background colours and fonts on tablets or interactive whiteboards, where possible.
- A dyslexia screener is considered where appropriate, with discussion involving parent/carers and SENDCo.
- Sans serif fonts (e.g. Arial, Verdana) are used in appropriate size (12/14), with adequate spacing to support legibility.
- Resources are adapted/matched to CYP's reading level.

Writing

- The environment is rich in language and experiences to stimulate ideas.
- Storytelling, drama, and real-world experiences (e.g. trips, multimedia) are used to build background knowledge and increase exposure to language.
- Oral rehearsal is encouraged before writing to develop clarity and confidence.
- Authentic audiences and purposes are used for tasks (e.g. persuasive letter to headteacher, narratives for younger readers), to boost relevance and motivation.
- Different purposes, audiences, and genres in writing are explicitly taught.
- Stages of the writing process are modelled and practised: planning, drafting, editing, and evaluating.
- Topics and themes used reflect CYP interests, e.g. football, animals, space used to increase motivation.
- Model texts are displayed and analysed to illustrate success, supported by sentence starters and word banks.
- Recording of ideas is scaffolded through drafts, writing frames, mind maps, assistive technology, laptops/tablets, adult support, or scribes.
- Alternative methods of recording are offered, especially in extended writing tasks, to reduce barriers.
- Quality over quantity is emphasised; success criteria focus on impact and effectiveness of writing.
- Well-crafted ideas and creativity are praised.
- Chunking, organising, planning, and structuring writing used to reduce cognitive load.
- Visual scaffolds such as checklists and step-by-step instructions support independence.
- Editing checklists, peer feedback, and revision stations utilised to improve drafts.
- Recording and spelling are taught in partnership with the SSP and/or reading scheme.
- Any spelling lists are drawn from decodable texts to reinforce phonics and vocabulary.
- Multi-sensory methods are used to support spelling development, e.g. games, visual aids, technology.
- Morphology (prefixes, roots, suffixes) and etymology (word origins) are taught to deepen understanding.
- Technical glossaries, e.g. in Science and Geography are used to pre-teach and reinforce subject-specific vocabulary.

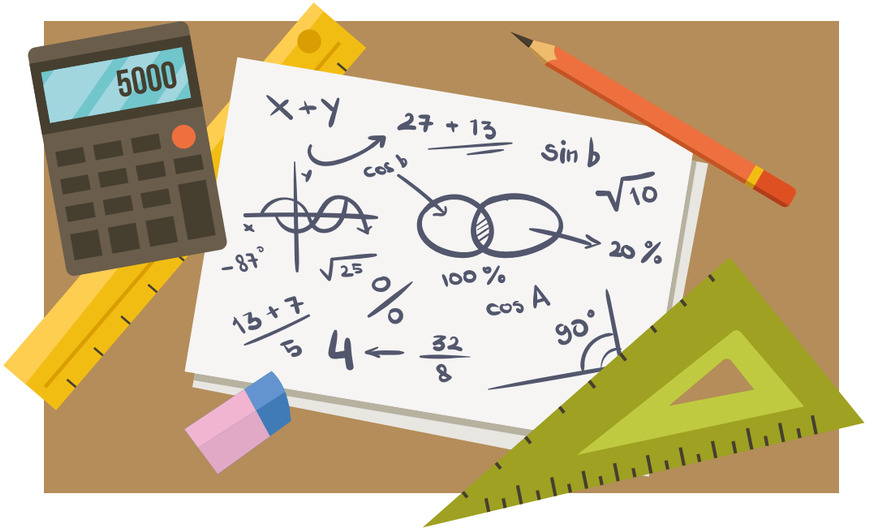
Handwriting

- Gross motor activities are incorporated into PE or sensory circuits to improve posture and control.
- Fine motor skill development is supported through structured activities, e.g. cutting, folding, using rulers.
- Handwriting sessions are modelled and practised with focus on stamina and legibility and gradually increase in duration.
- Supportive resources are trialled early, where needs are evident, for manipulation and control, e.g. writing slopes, wrist supports, pen grips, triangular pencils, short pencils, free-flow pens (less friction and easier to use than pencils).
- Optimal seating arrangements for posture and alignment used during writing tasks, e.g. feet flat, bottom back in chair, table at elbow height and CYP facing front.
- Visual prompts for letter sizing and alignment are used, e.g. boxed or lined paper.
- Alternative recording methods offered where handwriting is a barrier, e.g. laptops, pre-produced notes.
- Worksheets adapted for larger handwriting or scribing, e.g. enlarged answer boxes, Post-it notes.
- Additional time allowed for tasks requiring fine motor skills.

See Sensory and Physical Section

Maths

- Positive maths mindset is praised, with mistakes normalised as part of learning.
- Concrete – Pictorial – Abstract approach is in place.
- Concrete manipulatives and resources are embedded and always available.
- Visual resources, e.g. number lines, 100 squares, times-table squares, etc. enable CYP to access key learning concept.
- Memory strategies are taught, e.g. mnemonics, to relieve cognitive load when approaching multi-step problems.
- Key maths vocabulary is explicitly taught before the main content delivery.
- Repetition and deliberate practice of concepts embed learning and develop mastery for all.
- Reasoning and challenge opportunities are available for all CYP.
- Consistent terminology, word banks and visual prompts aid understanding.
- Adapted and scaffolded tasks allow access at current attainment level and focus on key learning objective.
- Worked examples and partially completed problems reduce cognitive load.
- Maths talk develops reasoning and explanation skills.
- Open-ended statements and questions such as ‘I wonder…’ or ‘What if…’ are used.
- Investigative approaches are promoted and praised.
- Digital, interactive tools support engagement.
- Step-by-step instructions, checklists and note taking support working memory.
- Practical examples and contexts, e.g. shopping, cooking, measuring, make maths meaningful.
- Variation of problem-solving tasks, e.g. by changing numbers, conditions, or methods shows underlying relationships and deepens understanding.
- Multiple methods and approaches to solving number and word problems are modelled and practised.



Resources - Evidenced-based advice and interventions

EDUCATION Endowment Foundation (EEF)

Special Educational Needs in Mainstream Schools
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

EEF Five a day: supporting high-quality teaching for pupils with SEND
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send?x-craft-live-preview=61bd011dbcab3de68fce89ff8b99b04e4bcf872be96b3d086e964c1d0aecd679ggtxqyqavq

EEF Selecting Interventions for pupils with SEND
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions?x-craft-live-preview=61bd011dbcab3de68fce89ff8b99b04e4bcf872be96b3d086e964c1d0aecd679ggtxqyqavq

EEF Deployment of Teaching Assistants
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?x-craft-live-preview=61bd011dbcab3de68fce89ff8b99b04e4bcf872be96b3d086e964c1d0aecd679ggtxqyqavq

EEF Metacognition strategies
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition

EEF Education Toolkit
https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

EEF Teaching Vocabulary
https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers

Whole School SEND Teacher Handbook
https://www.wholeschoolsend.org.uk/resources?title=teacher%20handbook

Whole School SEND Interactive Teacher Toolkits
https://www.wholeschoolsend.org.uk/toolkits

Whole School SEND CPD and events
https://www.wholeschoolsend.org.uk/events

B&NES' EPS Provision Bank
https://livewell.bathnes.gov.uk/sites/default/files/2025-11/EPS%20Evidence%20Informed%20Assessment%20and%20Provision%20Bank%20November%202025%20V1.pdf

DfE approved Systematic Synthetic Phonics schemes
https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/contact-details-for-the-validated-systematic-synthetic-phonics-ssp-programmes

Growth Mindset
https://fs.blog/carol-dweck-mindset/

https://kss.hee.nhs.uk/wp-content/uploads/sites/15/2022/08/Growth-Mindset-The-Basics.pdf

Dual Coding
https://www.structural-learning.com/post/dual-coding-a-teachers-guide

Cognitive Load Theory
https://www.structural-learning.com/post/cognitive-load-theory-a-teachers-guide

Working Memory
https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory

https://caer.org.uk/wp-content/uploads/CAER-Working-Memory-Guidance.pdf

Chunking
https://evidencebased.education/resource/chunking-in-the-classroom/

Assistive Technology
https://lordslibrary.parliament.uk/assistive-technology-in-education-and-employment/#heading-4

https://www.gov.uk/government/news/thousands-of-children-with-send-to-benefit-from-assistive-tech

https://assets.publishing.service.gov.uk/media/66ded22ca9ef9bb0060aa640/Assistive_Technology_Course_Evaluation_Report.pdf

Backward Chaining
https://www.nhsggc.org.uk/media/249067/backward-chaining-information-sheet.pdf

Pre-teaching/ Over-learning
https://www.sec-ed.co.uk/content/best-practice/teaching-interventions-pre-and-over-learning

Precision Teaching
https://www.edpsyched.co.uk/blog/precision-teaching-first-steps-guide-and-faq

Social Stories
https://carolgraysocialstories.com/social-stories/

Dyscalculia
https://www.bdadyslexia.org.uk/dyscalculia

Capital Dyslexia Links - Made by Dyslexia
https://www.bdadyslexia.org.uk/dyslexia

Concrete Manipulatives
https://educationendowmentfoundation.org.uk/news/manipulatives-helping-to-make-problem-solving-concrete

Low-stimulation Environments
https://www.justonenorfolk.nhs.uk/occupational-therapy-for-parents-carers/sensory-regulation/supportive-sensory-environments/

Cognition & Learning - SEND Support

Definition

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6.31 SEND Code of Practice 2014 (CoP)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

In this Cognition and Learning section there will be universal and SEND Support strategies for:

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www.bathnes.gov.uk/oap-setting-expectations

Cognition & Learning - SEND Support

Some CYP will need targeted support which is different from and additional to the support provided to the majority of CYP in the setting.

The frequency, duration, context, and extent of universal, HQT strategies may be increased under SEND Support. The individual strategies needed for each CYP will be identified, formally recorded, and implemented on an individual or small group basis. This will be recorded through an APDR cycle.

See Section B for more information www.bathnes.gov.uk/oap-graduated-approach

Attitude/Access to Learning

- All learning is specifically adapted to meet the current attainment level of the CYP, with appropriate challenge considered.
- A personalised relational approach which builds trust and values CYP's sense of belonging and purpose is prioritised, e.g. a specific role of responsibility or bespoke scripted emotion coaching.
- Personalised praise/sanctions, reward systems, or motivation projects, using CYP preferences and context, are planned to celebrate small steps of progress towards personal goals and targets with key adult, class, SLT and parent/carers, as appropriate.

  Example: For a CYP who finds public praise overwhelming or anxiety-inducing, discreet methods of recognition are trialled, such as a private thumbs-up, a positive note in their planner, or a quiet word at the end of the lesson. Similarly, if sanctions are needed, they are delivered calmly and privately, with a clear explanation and opportunity to reflect and repair. This approach respects their emotional regulation needs and avoids triggering shame or escalation.
- Targeted, small-group pre-teaching of key concepts, visuals, and vocabulary used to reduce anxiety, cognitive load and increase confidence.
- Personalised visual timetables and schedules used to increase predictability and reduce anxiety.
- Assistive technology used to support independence and reduce cognitive load, e.g. text-to-speech, speech-to-text, digital organisers.
- Challenge is adapted with increased time spent on curricular strengths.

  Example: CYP who struggles with extended writing tasks is given planned opportunities to demonstrate their understanding through drawing, discussion, or practical tasks aligned with their strengths and targets.
- Backward chaining helps CYP succeed at completion of more complex tasks, e.g. completing the final sentence first when learning to write a paragraph, then working backwards with close guidance.

- Planned recognition of sensory considerations, e.g. sensory breaks, fidget tools, ear defenders, wobble cushion, or alternative seating; sensory toolkit planned, recorded, and reviewed regularly.
- Planned access to low-stimulation spaces for regulation and refocus.
- Planned reintegration/ catch up opportunities/ additional scaffolds where CYP has missed learning through absence, intervention, or exclusion.
- Personalised homework adjustments and adaptations, e.g. structured, visually supported tasks; agreed preferred formats such as typing instead of handwriting; consistent submission day and method; option to complete homework at school.
- Small-group interventions to develop resilience, confidence, and social knowledge, e.g. nurture groups, social stories, role-play.
- Targeted assessments and referrals, e.g. dyslexia/dyscalculia screening, speech and language assessment with follow-up plans and parent/carer involvement.

More strategies detailed in SEMH section

Working Memory

- Pre-teaching and overlearning of key vocabulary and concepts, e.g. through games, quizzes, and retrieval practice to build confidence and reduce anxiety.
- Chunking strategies are explicitly taught, e.g. breaking down instructions into smaller steps using visual task cards or numbered checklists, or grouping related information such as spelling rules or maths facts to reduce overload.
- Personal copy of notes, presentations and/or lists of steps provided to reduce reliance on memory during tasks.
- Number of new facts, words and concepts is adapted for individuals; depth is prioritised over breadth to support retention.
- Small-group intervention on memory skills and planning tools, e.g. memory games, matching pairs, sequencing activities, and kinaesthetic tools such as movement-based recall or tactile prompts.
- Backward chaining is used to help CYP succeed at completion of more complex tasks and build confidence by reducing cognitive load.
- Assistive technology used to reduce memory demands, e.g. digital organisers, voice notes, text-to-speech tools.
- Targeted teaching of memory strategies, e.g. mnemonics, dual coding, and spaced retrieval practice.
- Planned recognition of sensory considerations, e.g. sensory breaks, fidget tools, ear defenders, wobble cushion, or alternative seating; sensory toolkit is planned, recorded, and reviewed regularly.
- Access to low-stimulation spaces for focused work and memory consolidation.

Processing Speed

- Personalised pre-warning and oral rehearsal allowed before answering questions, e.g. “Jack, I’ll come back to you for your answer next,” to allow thinking time and reduce anxiety.
- Individual teaching of how to stay focused using concrete measures, e.g. timers, charts, and progress graphs to help CYP monitor and celebrate improvement.
- Individualised agreements of time adjustments are planned for, e.g. extended time for tasks, staggered deadlines, timed work bursts with protected finishing time.
- Targeted pre-teaching and overlearning of key content and vocabulary, e.g. short pre-lesson primers, preview of worked examples.
- Personal copy of notes, presentations, and/or step lists provided to reduce reliance on memory and speed up task initiation.
- Audiobooks, e.g. of class texts, available to support comprehension and reduce cognitive load of decoding.
- Alternative ways of recording, e.g. voice-to-text tools such as dictation on iPad or Google Docs Voice Typing.
- Assistive technology planned and used to streamline input/output, e.g. text-to-speech, speech-to-text, word prediction, digital organisers, timer apps with visual cues.
- Reduced copying demands and streamlined presentation of information, e.g. templates, partially completed notes, skeleton outlines.
- Structured chunking with adult guidance, e.g. breaking tasks into timed micro-steps with quick accuracy checks before proceeding.
- Planned brief regulation breaks to maintain pace, e.g. movement breaks, hydration breaks, “reset” cues, followed by re-entry routine.
- Planned recognition of sensory considerations, e.g. sensory breaks, fidget tools, ear defenders, wobble cushion, or alternative seating; sensory toolkit is planned, recorded, and reviewed regularly.
- Planned access to low-stimulation workspaces for timed tasks, e.g. quiet corner, study booth, headphones for noise reduction.
- Homework adaptations for predictability and pacing, e.g. structured tasks, visual plans, agreed submission day/method, option to complete in school.
- Clear access arrangements explored, as appropriate, e.g. reader/scribe, word processor, rest breaks, extra time in line with setting/awarding body policies.

Verbal Reasoning

- Targeted pre-teaching and overlearning of key vocabulary and concepts before whole-class input, e.g. short primers, games, quick quizzes, retrieval practice.
- Personalised scaffolds, sentence frames, stems, and scripts tailored to the CYP's needs.
- Guided "think-aloud" coaching in small group, e.g. modelling how to connect ideas, expanding reasoning skills, e.g. justify, compare, and evaluate.
- Supported backward chaining of verbal tasks to build success with completion of task, e.g. craft the conclusion first, then add reasons and evidence, then a clear opening statement.
- Targeted, small-group interventions focusing on reasoning language, e.g. barrier games, debate circles, structured talk routines, reciprocal teaching.
- Targeted retrieval practice of reasoning elements, e.g. quick drills on connectives, causal language, comparative phrases, and justification stems.
- Planned recognition of sensory considerations that affect verbal performance, e.g. brief movement breaks, low-stimulation spaces, fidget tools.
- Referral and collaboration with Speech and Language Therapy (SALT) where language-processing difficulties are suspected, e.g. SALT programmes integrated into class routines.
- Assessment for underlying literacy or language needs where appropriate, e.g. dyslexia screening, language, and communication assessment with SENDCo and parent/carers involvement.

Problem-solving

- Targeted pre-teaching and overlearning of problem-solving steps and key vocabulary, e.g. through games, quizzes, and retrieval practice before whole-class tasks.
- Personalised problem-solving planner that sequences the questions, e.g. guiding CYP through steps of understanding the problem, identifying knowns and unknowns, choosing a strategy, solving, and checking.
- Repeated, targeted modelling and narration of problem-solving processes, supporting gradual release of responsibility and encouraging CYP to verbalise their own reasoning.
- Backward chaining to reduce cognitive load and build confidence, e.g. completing the final step first (such as checking the solution) and working backwards with support.
- Individualised scaffolds and visual guides, e.g. colour-coded flowcharts, personalised checklists, and sequenced prompt cards for each step (define, plan, solve, review).
- Targeted, small-group intervention on problem-solving skills, e.g. using memory games, sequencing activities, and kinaesthetic tools like tactile prompts or movement-based recall.
- Referral and collaboration with Speech and Language Therapy (SALT) where language-processing difficulties are suspected, e.g. SALT programmes integrated into class routines.
- Assessment for underlying literacy or language needs where appropriate, e.g. dyslexia screening, language, and communication assessment with SENDCo and parent/carers involvement.

Reading

- DfE-approved SSP programme interventions are followed with consistency and fidelity over time, before considering an alternative, e.g. sight-reading recognition approach.
- Individualised phonics or decoding intervention.
- Research-led, evidence-informed reading intervention programmes are utilised.
- ICT resources and assistive technology are used to support reading, e.g. immersive reader tools, screen readers, and apps that highlight text while reading aloud.
- Bespoke and planned opportunities to boost engagement and enjoyment of reading, specifically for those who are struggling/ have struggled.
- Targeted pre-teaching and overlearning of key vocabulary and concepts before reading tasks, e.g. through small group/ games, flashcards, and retrieval practice.
- Small-group or 1:1 reading sessions with explicit modelling of decoding, fluency, and comprehension strategies.
- Repeated, targeted reading and fluency practice using high-interest, low-level (Hi-Lo) texts to build confidence and automaticity.
- Targeted precision teaching, e.g. of key vocabulary is used to facilitate access to texts.
- Specially adapted texts for individual CYP needs.
- Referral for specialist assessment where needed, e.g. dyslexia screening, speech and language evaluation, or vision/hearing checks.

Writing

- Structured, research-informed writing/spelling interventions, e.g. SNIP Literacy Programme or Nessy Writing Beach.
- Special interests are targeted and used to increase motivation.
- A targeted and personalised emphasis on quality over quantity is in place.
- ICT resources and assistive technology are used to support writing, e.g. voice-to-text, typing.
- Voice recognition software is used to support recording, e.g. Dragon Naturally Speaking.
- Touch-typing is a planned and taught intervention, using a structured programme, e.g. BBC Dance Mat Typing or Nessy Fingers.
- Personalised scaffolds, e.g. writing frames, graphic organisers, visual organisers checklists.
- Targeted pre-teaching of personalised sentence stems, key vocabulary, or structures.
- Additional time is given specifically for the editing process, e.g. writing conferencing with appropriate peer or adult prompting support.
- Planned alternative ways of recording or sharing ideas in place.
- Planned recognition of the impact of sensory considerations around the physical process of writing is in place, e.g. writing slopes, suitable seating, shorter bursts of writing.
- Sensory toolkit is planned, recorded, and reviewed regularly.

Maths

- Targeted use of structured, research-led, evidence-based interventions, e.g. Counting to Calculating.
- Structured, individual pre-teaching and over-learning of specific numeracy skills, e.g. number-bonds, multiplication tables.
- Targeted precision teaching of number facts.
- Maths problems specifically linked to CYP interests/context.
- Repeated, personalised modelling and narration of problem solving, with gradual release to promote independence.
- Focused maths talks and reasoning discussions to allow CYP to talk through their thinking.
- Individualised scaffolds in place, e.g. colour-coded steps, prompt cards, problem-solving planner.
- Patterns and relationships to help learn multiplication facts are taught and practised through small group games.
- Personal resource folder provided, e.g. number lines, hundred squares, Numicon, maths toolkit.
- Size of grid in class books adapted to accommodate writing size.
- More time is spent with manipulatives to help make information concrete and less abstract, e.g. Cuisenaire rods, place value counters, bead strings, before transitioning to pictorial or abstract representations.
- Assistive technology, e.g. interactive maths apps, digital calculators, voice-to-text for recording reasoning, and visual modelling tools.
- Alternative response formats, e.g. oral explanations, diagrams, or practical demonstrations instead of extended written solutions.