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**SEND Indicators: Cognition and Learning**

CoP (6.23) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Please refer to EYFS Assessment indicators, if appropriate to pupil’s development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enter date (mm/yy) for **Frequent**, **Occasional** or **Rare/Never** to indicate frequency of support  Date **Specialist** when internal or external specialist advice is in place | **Rare/Never** | **Occasional** | **Frequently** | **Specialist** |
| **Reading**  *The pupil requires support to…* | | | | |
| take part in discussion about stories read to them, either with the whole class or individually with an adult |  |  |  |  |
| become familiar with key stories, fairy stories and retelling them to others |  |  |  |  |
| read high-frequency words (e.g. **he, she, was, my, you**) automatically despite many opportunities for revision |  |  |  |  |
| move away from a phonic strategy to a whole word strategy for high frequency and commonly occurring words |  |  |  |  |
| read many of the common exception words from the first 100 high frequency words |  |  |  |  |
| understand reading materials as a result of continuing effortful decoding, low reading rate or limited language skills, and despite well-founded intervention to encourage comprehension strategies |  |  |  |  |
| **Other:** |  |  |  |  |
| **Phonics**  *The pupil requires support to…* | | | | |
| understand early reading concepts such as letter/grapheme, sound/phoneme, syllable |  |  |  |  |
| use phonological skills such as blending/segmenting to read/record consonant-vowel-consonant words despite high quality teaching and support |  |  |  |  |
| recognise rhyme, use alliteration and identify syllables |  |  |  |  |
| give pure sounds for (the majority of) single letters automatically (i.e. respond speedily) despite many opportunities for practice and revision |  |  |  |  |
| read pseudo-words from and following the Y1 statutory phonics screening check and decode common regular words |  |  |  |  |
| automatically recognise single letters and most common digraphs |  |  |  |  |
| read quickly those words the pupil encounters repeatedly |  |  |  |  |
| **Other:** |  |  |  |  |
| **Recording**  *The pupil requires support to…* | | | | |
| recall the formation of letter shapes despite many opportunities for practice and revision |  |  |  |  |
| spell early high frequency words (e.g. **he, she, was, my, you**) despite many opportunities for practice and revision |  |  |  |  |
| compose a simple sentence orally before attempting to write it down |  |  |  |  |
| make phonically plausible attempts at consonant-vowel-consonant words despite high quality teaching and support |  |  |  |  |
| write simple sentences with simple punctuation |  |  |  |  |
| **Other:** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enter date (mm/yy) for **Frequent**, **Occasional** or **Rare/Never** to indicate frequency of support  Date **Specialist** when internal or external specialist advice is in place | **Rare/Never** | **Occasional** | **Frequently** | **Specialist** |
| **Maths**  *The pupil requires support to…* | | | | |
| recognise and name numerals |  |  |  |  |
| understand one-to-one correspondence |  |  |  |  |
| demonstrate an understanding of the concepts of ‘more’ and ‘less’ |  |  |  |  |
| recognise a small number of objects (e.g. 4 items) and estimate a large number |  |  |  |  |
| understand the concept of place value and exchange (e.g. that 10 ones can be represented as 1 ten) |  |  |  |  |
| identify one more and one less than a given number; count forwards and backwards in ones and twos |  |  |  |  |
| recall number bonds to 20 despite well-founded intervention and repeated opportunities to relate knowledge to hands-on materials |  |  |  |  |
| know and use simple mathematical symbols (e.g. + - =) despite repeated exposure |  |  |  |  |
| sort and classify objects, shapes and numbers according to simple attributes and when using ‘hands-on’ resources |  |  |  |  |
| have persistent difficulty with simple sequences of e.g. numbers, patterns, days of the week etc. |  |  |  |  |
| name common 2-d shapes despite repeated exposure and learning |  |  |  |  |
| **Other:** |  |  |  |  |
| **Attitude/approach to learning**  *The pupil requires support to…* | | | | |
| demonstrate age-appropriate independent learning skills e.g. using simple strategies that have been explicitly taught |  |  |  |  |
| maintain attention and interest on an adult directed task for approximately 10 minutes |  |  |  |  |
| engage and persevere with challenging tasks for a short time |  |  |  |  |
| believe in their ability to overcome challenge |  |  |  |  |
| can consider available options/strategies and justify choice |  |  |  |  |
| **Other:** |  |  |  |  |

**Assess Impact**

Consider the following question and record priority areas of need in the summary table [Access Impact: Summary of Priority Areas of Need](#summary)

**What is the key barrier to access to learning for this pupil?**

# Record Assessments

Use this space to record or link to relevant assessments/reports.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Relevant Assessments/Reports** | | | | |
| **Assessment/Report** | **Date** | **Chronological Age** | **Standard Score** | **Age Equivalent Score** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

* [Communication & Interaction](#_SEND_Indicators:_Communication)
* [Cognition & Learning](#_SEND_Indicators:_Cognition)
* [Social, Emotional and Mental Health](#_Assess:_Social,_Emotional)
* [Sensory & Physical](#_SEND_Indicators:_Sensory)