

Provision Expected at SEN Support (PEaSS)

Cognition and Learning (C&L)

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' (SEND COP, 2015, p.97-98)

Suggested whole-school approaches:

- Have a supportive ethos and environment which promotes respect and values diversity
- Celebrate difference and promote acceptance
- Provide a broad and balanced curriculum
- Ensure that curriculum promotes resilience and social and emotional development
- Work towards creating a '[Dyslexia Friendly](#)' school
- Work towards creating '[Dyspraxia Friendly](#)' classrooms
- Work towards creating '[Dyscalculia friendly](#)' classrooms
- Help parents/carers to support learning at home e.g. reading or maths cafes

Suggested SEND support strategies in the classroom:

- Refer to 'coordination difficulties' PEaSS poster for strategies to support development of fine and gross motor skills
- Create a 'one-page profile' involving parents/carers and the child or young person (CYP) in identifying how best to support
- Have clear classroom routines and explicit expectations for behaviour and work
- Use scaffolding to ensure the development of literacy and numeracy skills, expressive language and communication skills and to minimise behaviour and emotional difficulties
- Use short simple instructions. Give one at a time and check for understanding. Provide visual prompts as reminders
- Offer peer to peer support (e.g. give time to think and talk to a partner before answering a question)
- Provide accessible resources and strategies to promote independent learning e.g. word banks, writing frames, assistive technology
- Use pre-teaching and link new learning and vocabulary to what the CYP already knows

- Scaffold/support questioning (e.g. using Bloom's Taxonomy to stretch and challenge)
- Break learning down into small new steps, building on prior learning
- Model to the pupil that making mistakes is OK and a part of the learning process
- Model, coach and reinforce skills, providing examples of new concepts drawn from CYPs real-life experiences
- Enable recording using alternatives to writing: Clicker, PPT, poster, orally, mind maps, pictures/diagrams/maps, sorting statements or pictures into categories
- Give sufficient thinking time (10 second rule)

Suggestions for the SENDCo:

- Identify need and monitor impact of interventions (e.g. use screening tools)
- Check whether the CYP has had a recent sight and hearing test or a colorimetry test
- Use the [SpLD checklists](#) to support teachers in identifying areas of need and appropriate support strategies
- Plan targeted support and seek advice from external providers, including referrals to appropriate services
- Continue the cycle of support (assess, plan, do, review) while specialist advice is sought
- Consider advice from [Educational Psychology and Specialist Support](#) (EPSS) or alternative provider
- Consider contacting [Dyslexia Outreach](#) for information, outreach advice or training
- Train staff in support strategies for a range of learning difficulties, including SpLD (Specific Learning Difficulties) e.g. [Neurodiversity](#) / '[Every teacher is a teacher of SEN](#)'
- Consider contacting [Access Through Technology](#) for assessment, equipment, advice, support or training
- Consider outreach advice and support from an appropriate C&L [Specialist Resource Base](#) (SRB)
- Consider a [School 2 School Support](#) (S2S) referral for advice, support or training
- Seek advice on specialist arrangements for examinations and assessments

The main PEaSS document can be found here:

[Provision Expected at SEN Support \(PEaSS\) - Norfolk County Council](#)