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**Newcastle SEND Descriptors of Need**

**Part 2.2**

**Guidance for Children and Young People with Cognition and Learning:**

**Early Years**



Version 2 April 2024

**Contents**

Summary of needs3

Cognition and Learning Needs Range 14

Cognition and Learning Needs Range 25

Cognition and Learning Needs Range 36

Cognition and Learning Needs Range 47

Cognition and Learning Needs Range 58

Cognition and Learning: PfA Outcomes and Provision9

## Summary of needs

Once you have made your assessment you may wish to complete the grid below

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| --- | --- | --- | --- | --- | --- | --- |
|  | Ranges | | | | |  |
|  | 1 | 2 | 3 | 4 | 5 | Comments |
| Early years |  |  |  |  |  |  |
| Cognition and Learning |  |  |  |  |  |  |

**Descriptors of need for children and young people who have Cognition and Learning needs**

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| **Range 1 - Cognition and Learning** | | |
| **Descriptor of need** | **Assessment and Planning** | **Teaching and Learning Strategies/Curriculum and Interventions** |
| Cognitive abilities broadly lie within age related expectations as evidenced by the **Early Years Assessment Screen 2022**.  Consider:   * The child may be easily distracted and require prompts to remain on task. * They may need adult encouragement to remain engaged in play. * They may struggle to concentrate on adult focussed activities.   Please consider age related expectations and observations over a period of time. | SENDCo and keyworker to liaise with the family/ carer and gather information relating to the child.  Consider relevant referrals to outside agencies.  Discuss with Health Visitor (with parental permission).  Setting to gather further information about the child through observation, Early Years Assessment Screen 2022.  Termly/ half-termly review of child’s progress towards targets on individualised learning/support plan.  Half-termly review of child’s progress as part of the Graduated Approach.  Good use of the **Universally Available Provision.** | Emphasis on providing an inclusive environment inside and outside with developmentally appropriate resources and activities. Use established assessment processes to monitor progress.  Effective differentiation of activities to enable learning at a level appropriate to the child.  Any planned interventions are developed with the parent/carer, child, SENDCo and key person and follow the Graduated Approach.  Flexibility with staffing ratios/ smaller group sizes at identified key times when needed.  Quality of continuous provision with enhanced resources that is directed and targeted to meet the individual needs and interests of the child.  Implementation of reasonable adjustments to the learningenvironment and curriculum. Refer to the **Universally Available Provision.**  Plan for transition between activities, rooms, or next educational setting, when appropriate.  Access relevant training for staff professional development. |

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| **Range 2 - Cognition and Learning** | | |
| **Descriptor of need** | **Assessment and Planning** | **Teaching and Learning Strategies/Curriculum and Interventions** |
| The child has MILD but persistent difficulties, identified using the **Early Years Assessment Screen 2022**.  The child is not making expected progress despite a range of interventions and reference to the **Universally Available Provision.** | As Range 1.  SENDCo involved in ongoing observation as child is not making expected progress.  Refer and involve other professionals as appropriate e.g. SEND Outreach Service, Speech and Language Team, Health Visiting Team etc. These professionals to input into termly reviews where appropriate.  Consider applying for Early Years Inclusion Funding through the ASAP.  Consider use of Toy Library to access specific resources to meet individual needs.  Support plan with SMART targets in place, developed with parents and carers and taking account of specialist advice where appropriate. Following the Graduated Approach, (plan, do, review cycle).  Keep systematic log of graduated approach, assessment information, review meetings and involvement of outside agencies.  Termly/ half-termly review of child’s progress towards targets on Individualised learning/support plan. | As Range 1.  Follow support plan developed with professionals’ advice/ input.  Additional adult support may be required for some activities (group and individual), and to implement support plan targets.  Implement a Total Communication approach for example, Makaton, Visual Symbols, Objects of Reference, Intensive Interaction and visual approaches to support the development of early communication and learning skills.  Reasonable adjustments are in place and part of everyday provision, using the **Universally Available Provision** where appropriate.  Evidence of Early Years Inclusion Funding being used to enhance provision/ resources and/or to access staff training needs.  Specific interventions in place such as Special Time, Box Time. |

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| **Range 3 - Cognition and Learning** | | |
| **Descriptor of need** | **Assessment and Planning** | **Teaching and Learning Strategies/Curriculum and Interventions** |
| Using the **Early Years Assessment Screen 2022** the child has MILD to MODERATE, persistent difficulties and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the **Universally Available Provision.**  Child needs differentiated work and targeted support across the EYFS.  Child presents with a very uneven profile of early learning skills that requires a balance of small group and additional adult support.  The child demonstrates some difficulties learning basic concepts and retaining them and applying them over time despite targeted support.  Limited and/or repetitive play skills, these persisting despite targeted support.  Experiences some difficulties following adult focussed play and daily routines. | Observations and developmental assessment identify on- going needs and delayed progress in relation to age related expectations. The profile may be spikey.  SENDCo involved in monitoring child’s development~~.~~ Profile shows child is not making expected progress despite significant levels of focused intervention and implementation of advice from external agencies.  Involvement of additional support services as appropriate, SEND Outreach service, Early Years, Speech and Language Team. This may include a range of relevant professionals where appropriate.  Support plan with SMART targets takes account of specialist advice and details additional adult input~~.~~  Referral submitted for EYIF to enhance in setting provision in key areas.  Keep systematic log of graduated approach, assessment information, review meetings and involvement of outside agencies.  Termly/ half-termly review of child’s progress towards targets on individualised learning/support plan. | Appropriate differentiation of activities and materials to reflect developmental level, and a focus on key learning outcomes from support plan.  Implement a Total Communication approach for example, Makaton, Visual Symbols, Objects of Reference to support the development of early communication and learning.  There may be access to ICT and specialist equipment/materials required, follow advice from outside agencies.  Implementation of reasonable adjustments to the EYFS environments and curriculum using the **Universally Available Provision**.  Staff may need access to specific specialist training relating to the child’s individual needs. |

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| **Range 4 - Cognition and Learning** | | |
| **Descriptor of need** | **Assessment and Planning** | **Teaching and Learning Strategies/Curriculum and Interventions** |
| Using the **Early Years Assessment Screen** and the **My Learning Journey** assessment (if appropriate). The child has MODERATE to SEVERE, persistent difficulties and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the **Universally Available Provision.**  Limited and restricted play skills which are persistent despite targeted support.  Experiences persistent difficulties learning basic concepts and retaining and applying them over time despite targeted support.  Requires a high level of adult support to engage in play and activities and to follow parts of the daily routine. | SENCo involved in monitoring child’s development.  Involvement of additional support services as appropriate, SEND Outreach service, Early Years, Speech and Language Team. This may include a range of relevant professionals where appropriate.  Reasonable adjustments to learning environment in place. A personalised timetable in place to ensure the child’s needs are met.  Progress is closely monitored by all professionals using developmentally appropriate assessments.  Support plan with SMART targets includes specialist advice as part of a multi-agency plan.  Termly/ half-termly review of child’s progress towards targets on individualised learning/support plan.  Begin the Education Health and Care needs Assessment application using evidence already acquired. | Appropriate differentiation of activities and materials to reflect developmental and language level, and a focus on key learning outcomes from support plan.  Grouping strategies used flexibly to enhance learning and access to the curriculum.  There may be access to ICT and specialist equipment/materials required, follow advice from outside agencies.  Staff may will need access to specific specialist training relating to the child’s individual needs.  Implementation of reasonable adjustments to the EYFS environments and curriculum using the **Universally Available Provision** where appropriate.  Multi-sensory approaches used to support access to EYFS. |

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| **Range 5 - Cognition and Learning** | | |
| **Descriptor of need** | **Assessment and Planning** | **Teaching and Learning Strategies/Curriculum and Interventions** |
| Using **My Learning Journey**, the child has SEVERE, persistent difficulties and needs a significantly adapted curriculum and a high staff to child ratios in order to make small steps of progress.  Severe learning difficulties and global delay, affecting self-help and independence skills.  Requires intensive support to enable the child to engage with learning.  Severely limited and restricted play skills which are persistent despite targeted support.  Requires considerable and specialised interventions and adaptations in order to access the EYFS at their stage of development. | SENCo involved in monitoring child’s development and liaising with external agencies.  Reasonable adjustments to learning environment in place. A personalised timetable in place to ensure the child’s needs are met.  Progress is closely monitored by all professionals using developmentally appropriate assessments.  Support plan with SMART targets takes account of specialist advice.  Termly/ half-termly review of child’s progress towards targets on individualised learning/support plan.  Submit application for an Education Health and Care needs assessment when appropriate to do. Multi agency SEND support planning meeting arranged in line with EHCP assessment processes.  Advice and targets from external agencies in place, individual timetable in place. | Appropriate differentiation of activities and materials to reflect developmental and language level, and a focus on key learning outcomes from support plan.  SENCo and key worker implement advice given by external support services. Extensive specialist input and advice followed.  Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches.  Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids. |

## Cognition and Learning: PfA Outcomes and Provision

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **EY (0-4**  **years)** | Child will engage in aspects of real-world/role play and show developing awareness of the tasks carried out by different professionals (doctor, nurse, firefighter, police officer).  Child will show interest in activities and resources within the nursery environment and will engage in aspects of exploratory, functional and sensory play, demonstrating developing understanding of the world around them.  Child will show developing imagination through substitution and representation of objects within play (using a cardboard tube to represent a phone, for example).  Child will begin to make meaningful choices between objects and activities.  Child will show increased listening skills and task focus. | Child will make choices between options offered at snack and mealtimes.  Child will have an understanding of risk/safety within the home (hot pans, cooker top, boiling water etc.). | Child will show a developing understanding of friendships and interaction with others and will be able to name ‘friends’ within their nursery group. | Child will begin to recognise which foods and drinks are healthier and the importance of a healthy diet.  Child will have an understanding of the importance of self-care routines to maintain good health (washing hands, cleaning teeth, having a bath etc.).  Child will have a developing understanding that some substances are harmful to ingest or touch.  Child will have an understanding of basic feelings and emotions. |
|  | Child will hopefully have reached expected outcomes in relation to EFYS ELG upon transition from Reception to Year 1, with reference to Prime Areas of Learning: literacy skills, Mathematics, Understanding of the world and Expressive Art and Design | | | |
| **Provision** | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Cognition and Learning. | | | |