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**Newcastle SEND Descriptors of Need**

**4.2 Guidance for Young People with** **Cognition and Learning needs**

**16 – 25 years **

Version 1 February 2023

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| **Descriptors of Need Overview** | |
| **Range 1** | * May be below age related and national expectations. * Progress is slower than other young peoples of the same age. * Some difficulty with the acquisition and use of language, literacy, numeracy skills and/or motor coordination skills. * Find it difficult to keep up with usual pace of lesson delivery. * There may be evidence of a mismatch between attainment in different subject areas. |
| **Range 2** | * Attainment at least 2 years below age related and national expectations. * Well recognised and reliable tests may provide standardised scores below 85 (16th percentile). * Progress in language/literacy and numeracy continues to be slow despite QFT and a targeted period of support. * Some evidence of difficulties with aspects of cognition such as memory, concept development, information processing, sequencing and reasoning that impact on learning. * Processing difficulties limit independence and may require adult support in the learning environment. * May appear more disorganised compared to peers. * Self-esteem and motivation may be affected. |
| **Range 3** | * Persistent difficulties in the acquisition and use of language, literacy/numeracy skills and appear to be resistant to previous interventions * Attainment is at more than 2 years below age related and national expectations. * Well recognised and reliable tests may provide standardised scores below 75 (5th percentile). * Significant and enduring difficulties with several aspects of cognition such as memory, concept development, information processing, sequencing and reasoning that impact on learning. * Some adult support is required to ensure access to mainstream lessons and learning. * Unusual profile of strengths and weaknesses requiring a personalised support plan. * Self-esteem and motivation is affected, and young person is at risk of developing SEMH needs. |
| **Range 4** | * Significant and persistent difficulties in the acquisition and use of language, literacy/numeracy skills and/or motor coordination skills. * Attainment is at least 3 years below age related and national expectations. * Well recognised and reliable tests may provide standardised scores below 69 (2nd percentile). * Significant levels of difficulty in cognitive processing requiring a high level of alteration to pace and delivery of curriculum. * Difficulties are likely to be long term/lifelong * High levels of support including assistive technology. * May appear increasingly socially immature and vulnerable due to limited social awareness, difficulties with reasoning, understanding and expressing thoughts. |
| **Range 5** | * Cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching. * Moderate or Severe Learning Difficulties * Complex needs identified * Very small steps of progress are made. * Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and community activities. |
| **Range 6** | * Severe and persistent difficulties in acquisition and use of language/literacy and numeracy skills within the curriculum and community activities * Severe or Profound and Multiple Learning Difficulties have been identified which are lifelong * Complex needs are identified. |

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

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| **Range 1**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * May be below age related and national expectations. * Progress is slower than young people of the same age. * Some difficulty with the acquisition and use of language, literacy, numeracy skills and/or motor coordination skills. * Find it difficult to keep up with usual pace of lesson delivery. * There may be evidence of a mismatch between attainment in different subject areas. | * Quality First Teaching includes planned adjustments and differentiated work to reduce barriers to learning. * Class/subject teacher plans and oversees small group work or targeted and time limited intervention work. * Use checklists to identify strengths and weaknesses. * Monitor and review progress over specified period of time. | * Refer to Newcastle Mainstream Guidance. * Mainstream class with flexible approaches to support. * Simplify level and pace of teacher talk. | * Small group work or one to one for time limited period. * Emphasis on identifying and addressing gaps in learning. * May involve tracking back through earlier learning objectives. | * Class/subject teacher makes main provision. * Young person is in mainstream classroom for most, if not all, of the time. * Young person should not routinely be withdrawn and taught by a TA. * TA may support independent learning in class. * Some additional resources and equipment to support independent learning. * CPD opportunities to support staff’s understanding of common SENs/ Graduated Response. * EPS/specialist teacher teams may be consulted at a general level. |

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| **Range 2**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Attainment at least 2 years below age related and national expectations. * Well recognised and reliable tests may provide standardised scores below 85 (16th percentile). * Progress in language/literacy and numeracy continues to be slow despite QFT and a targeted period of support. * Some evidence of difficulties with aspects of cognition such as memory, concept development, information processing, sequencing and reasoning that impact on learning. * Some signs of SpLD (Dyslexia) may be evident * Processing difficulties limit independence and may require adult support in the classroom. * May appear more disorganised compared to peers. * Motor coordination needs/handwriting difficulties are beginning to affect progress * Self-esteem and motivation may be affected. | As Range 1 plus:   * SENCo/SEN team in Post 16 provision will use Post 16 assessment tools to establish a profile of strengths and weaknesses. * SENCo assessments inform areas for support, intervention and any adjustments required to access curriculum and/or exams. * Teaching plans reflect recommended adjustments and support strategies including deployment of additional adults. * SENCo/SEN team in Post 16 provision works with class/subject teachers to oversee planning, review and assessment of any intervention work. * Interventions are monitored, reviewed and adjusted on at a least termly basis. * Use of Post 16 assessment tools * SEN Support Plan is completed with input from parent/carers and CYP. | * Refer to Newcastle Mainstream Guidance. * Mainstream class with enhanced differentiation. * Flexible groupings reflective of young person’s cognitive ability. * One to one support focusses on specific targets relating to identified weaknesses. | * QFT with enhanced differentiation. * In class tasks are modified to remove barriers to learning. * May include alternate methods to record and access text including use of ICT as appropriate. * Will involve tracking back through earlier learning objectives. * Small group support in class for some of the time. * Regular, targeted small group or one to one evidence-based intervention. | * Use of Newcastle Mainstream Guidance * Class/subject teacher makes main provision with support from SENCo/SEN team in Post 16 provision. * Additional advice from EPS and/or specialist teachers may be provided as part of a ‘drop in’ session or telephone consultation. * Post 16 provisions may access SEND Outreach Service traded Service Level Agreement for motor coordination group intervention * Young person is in mainstream classroom for most, if not all, of the time. * Additional trained adult, under direction of teacher, provides sustained and targeted support on an individual or small group basis. * Short term and targeted intervention programme delivered several times a week directed by teacher with additional monitoring and evaluation by SENCo and adapted as necessary. * Additional resources and equipment to support independent learning. |

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| **Range 3**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Persistent difficulties in the acquisition and use of language, literacy/numeracy skills and appear to be resistant to previous interventions; this may include ongoing difficulties with motor coordination/Handwriting skills * Attainment is at more than 2 years below age related and national expectations. * Well recognised and reliable tests may provide standardised scores below 75 (5th percentile). * Significant and enduring difficulties with several aspects of cognition such as memory, concept development, information processing, sequencing and reasoning that impact on learning. * Signs of SpLD (Dyslexia) are evident over time and progress is slow despite well evidence interventions. * Some adult support is required to ensure access to mainstream lessons and learning. * Unusual profile of strengths and weaknesses requiring a personalised support plan. * Self-esteem and motivation is affected, and young person is at risk of developing SEMH needs. | * Following specialist advice, interventions and support are planned and reviewed by teachers, SENCo/SEN team and possibly LA specialist staff. * Targets are individualised, short term and specific * Use of Post 16 assessments * Use of SpLD (dyslexia) checklists * SEN Support Plan is completed with input from parent/carers add CYP. | * Curriculum tasks are modified and adapted to address learning needs. * Daily opportunities for some individualised support focussed on targets within SEN Support Plan. * Flexible groupings with opportunities to work with positive peer models. * Teaching and support staff use the developmental level of language appropriate to the child in questioning and explanation. * Provide additional time for processing language. | * QFT with enhanced differentiation. * Tasks and presentation are increasingly individualised and modified within an inclusive curriculum. * Alternate methods to record and access text including use of ICT as appropriate. * Individualised programmes of intervention. | * Main provision by class/subject teacher with support from SENCo/ SEN team in Post 16 provision. * Involvement of education and non-education professionals as appropriate through a request to the SEN Advice and Support Allocation Panel. * Consistent and structured environment carefully planned and monitored by class/subject teacher. * Trained adult provides a longer-term intervention programme (during the review process) under the direction of the SENCo/SEN team in Post 16 provision and/or LA specialist staff. * In class adult support as and when appropriate to support independent learning. |

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| **Range 4**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Significant and persistent difficulties in the acquisition and use of language, literacy/numeracy skills and/or motor coordination skills. * Attainment is at least 3 years below age related and national expectations. * Well recognised and reliable tests may provide standardised scores below 69 (2nd percentile). * Significant levels of difficulty in cognitive processing requiring a high level of alteration to pace and delivery of curriculum. * Difficulties are likely to be long term/lifelong * High levels of support including assistive technology. * May appear increasingly socially immature and vulnerable due to limited social awareness, difficulties with reasoning, understanding and expressing thoughts. | * SENCo/SEN Teams take ongoing advice from LA SEN and Health specialists. * Targets are highly individualised. * Use of Post 16 assessments. * SEN Support Plan is reviewed and adjusted with input from parent/carers and CYP. * Termly reviews with parent/carer and CYP involvement. | * Mainstream class predominately working on modified curriculum tasks. * Daily opportunities for individualised support focussed on targets within SEN Support Plan. * Any intervention work is delivered by skilled practitioner best placed to deliver positive outcomes. * Opportunities for multi- sensory teaching and learning will be in place. | * QFT * Tasks and presentation are increasingly individualised and modified to reduce impact of processing difficulties. * Alternate methods to record and access text including use of ICT as appropriate. * Tasks and presentation are personalised to young person’s needs and monitored regularly i.e., weekly. * Access arrangements and adjustments are part of everyday learning and practice (normal way of working). | * Main provision by class/subject teacher with support from SENCo/ SEN team in Post 16 provision and ongoing advice and support from education and non-education professionals. * Consistent and structured environment carefully planned and monitored by class/subject teacher. * Clear monitoring of effectiveness of interventions by SENCo and LA SEN specialists. * In class adult support as and when appropriate to support independent learning. * Smaller groupings or higher young person/staff ratio. * Additional SEN training relating to general and specific learning needs is accessed from specialist teams. * Access to assistive technology must be made. * Concrete objects and visual resources to support learning. * Post 16 provision may require some additional resource to implement package of support. |

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| **Range 5**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching. * Moderate or Severe Learning Difficulties * Complex needs identified * Very small steps of progress are made. * Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and community activities. | * Targets are individualised, short term and specific e.g., using the Engagement Model * Progress is closely monitored and tracked * Utilise special education and outside professionals for assessment and advice | * Modified curriculum tasks * Frequent small group work with specialist teacher and specialist support staff * Teaching focus on specific provision targets * Carefully planned curriculum and targets ensures young person experiences success * Simple language level with instructions chunked | * Modified curriculum * Tasks and presentation increasingly individualised and personalised to the young person’s needs * Highly adapted teaching methods incorporating the use of learning aids and multi-sensory teaching as standard. | * Level of adjustment and specialist teaching across the curriculum is significantly greater than is normally provided in mainstream settings * Consistent structured environment * Smaller groupings/higher staff to young person ratio * Sometimes young person is withdrawn from class to access activities; these are carefully monitored and planned by class/subject teacher to meet a specific target * Additional adult trained to deliver interventions and support * EPS and/or specialist teachers (in Post 16 provision or from LA) are consulted on a regular basis and may monitor and review progress and set medium- or long-term targets. * Concrete objects and visuals aid teaching and learning * Use of assistive technology * Apply for High Needs funding if required. |

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| **Range 6**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Severe and persistent difficulties in acquisition and use of language/literacy and numeracy skills within the curriculum and out of community activities * Severe or Profound and Multiple Learning Difficulties have been identified which are lifelong * Complex needs are identified. | As Range 5 plus:   * Long term involvement of specialist provision and appropriate non- education professionals * Targets and outcomes identified through an Education Health and Care Plan | * Extremely modified and individualised work * Small group and daily one to one work developing basic skills | As Range 5 plus:   * Access to aids personalised to young person’s needs * Extreme modification of curriculum | * Staff need to be trained and have experience working with young persons with high level of cognition and learning needs * Access to extra staffing to support young persons in times of crisis and accompany young person on outings and trips * Appropriately trained staff to deal with medical and physical issues * Group activities carefully monitored to ensure young person is not isolated or excluded * Emphasis on using real objects and experiences for all activities * Specialist ICT resources * AAC systems to support communication environment * Specialist equipment to promote self-help, physical access and mobility * Appropriate indoor and outdoor provision in a safe and secure setting * Specialist hygiene facilities if required * Access to specialist educational and non-educational services in accordance with EHC plan if appropriate |

**Cognition and learning: PfA Outcomes and provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **16 – 25 years** | YP will build upon strengths and interests highlighted in personal/vocational profile.  YP will achieve steps toward academic and vocational qualifications.  YP will achieve A level results, or equivalent to enable progression on to university or other education/training opportunities.  YP will have skills in CV writing and in applying for jobs or Higher Education.  YP will consolidate or complete learning, achieving outcomes to enable progression into employment/adult education or community learning.  YP will understand processes and support in relation to job centre provision.  YP will understand and access benefits where applicable. | YP will be able to manage potential income, including personal independence payments and incoming bills.  YP will demonstrate skills in time management and negotiating travel/transport.  YP will understand different types of living arrangements and which of these are positive or possible for each YP.  YP will begin to plan for future living.  YP will continue to develop independent through appropriate study programmes.  YP will have planned living arrangements in place/living skills | YP will understand personal budgets and how they could be spent post 16 to further PfA aspirations.  YP will understand the potential risks relating to drugs and alcohol within the community and will be able to make safe choices.  YP will understand how the criminal justice system works to enable them to function appropriately with the community.  YP will develop increasing social awareness including understanding and reasoning skills to promote social and emotional wellbeing and reduce vulnerability within the community.  YP will show awareness of the role of adult social care and will access the service as required  YP will develop increasing social awareness including understanding and reasoning skills to promote social and emotional wellbeing and reduce vulnerability within the community. | YP will have an understanding of their health needs and will be able to manage these where applicable.  YP will see a GP or other health professionals as appropriate.  YP will have an understanding of the importance of regular medical, dental and optical checks.  YP will understand healthy choices, including healthy eating and benefits of exercise and will take steps to remain health and active  YP will manage health appointments/interventions. |

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| **Provision** | An adapted curriculum/ workplace-based training programme to consider difficulties in relation to independent working and personal organisation. This may require learning and work- based tasks to be broken down into smaller stages with a higher level of adult direction.  Curriculum/work-based materials and instructions which are adapted to the YP’s developmental level and individual learning needs.  Alterations to the pace of delivery in work-based settings in accordance with the YP’s ability to process and internalise information.  A regular programme of activities designed to promote the development of skills for further training/employment. | Specific programmes of teaching relating to finance, independent travel, time management, types of living arrangements, and provision of information to support the YP‘s understanding of these and ability to make positive choices.  Supported opportunities to negotiate daily living tasks to include travel, income, bills, planning living and a future in accordance with the YP’s cognitive functioning.  Support to access documentation relating to health needs including NICE guidance and health check guide. | Supported opportunities to access community-based activities and to make choices in relation to participation in activities available to them.  Individual programmes of support to facilitate community participation in accordance with the YP’s choices and levels of cognitive function.  Specific teaching in relation to community participation including potential risks, to include drugs, alcohol, criminal activity, social vulnerability, and provision of information to support the YP’s understanding of these and ability to make safe choices. | Support to understand their own healthcare requirements.  Support to access and understand information with regard to healthy eating and healthy lifestyle and exercise choices.  Access to adult health services.  Access to specialist services in line with any medical assessments. |