



Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing reading/ written work and interpreting maps.</li> <li>• Poor memory and recall skills</li> <li>• Recording written investigations</li> <li>• Poor sequencing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use of symbols, larger print, larger print maps, colour coding, multi-sensory reinforcement and a greater emphasis on aural memory skills.</li> <li>• Use word banks which include pictures – widget</li> <li>• Dyslexia friendly environment,</li> <li>• Scribing</li> <li>• Use of technology (e.g. Seeing AI, Microsoft Lens)</li> <li>• A working wall to show learning from each lesson as well as connections as well as showing how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.</li> <li>• Use of ICT to reduce the need for pupils to rely on their short- or long-term memories.</li> <li>• New learning fits into the framework of what the pupil already knows.</li> <li>• A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions</li> <li>• Smart grouping: pairing with a more able reader/writer.</li> <li>• Build in lots of repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Understanding and using new topic vocabulary and symbols</li> <li>• Lower than expected levels of expressive vocabulary – 'they can't find the words'</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions as a step by step basis</li> <li>• Refer to knowledge organisers stuck into their books at the beginning of each new topic and send these home, before the unit, as they will contain new vocabulary</li> <li>• Pre-teaching of new vocabulary prior to lesson.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Social stories</li> <li>• Children are allowed time to discuss the answers to questions with peers</li> <li>• Children with communication impairments are given time to think about questions before being required to respond</li> </ul>
<b>Physical and/or Sensory</b>		<b>Social, Emotional and Mental Health</b>	
<b>Learning Challenge</b>	<b>Provision</b>	<b>Learning Challenge</b>	<b>Provision</b>

Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>• Videos with overstimulating or challenging themes</li> <li>• Poor motor control (when using equipment for geographical fieldwork e.g. compasses)</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Overly sensitive to sound/ noise</li> <li>• Overly sensitive to touch/textures of items</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/larger print maps/visuals/I.T</li> <li>• Support with group work to avoid conflict/sensory overload</li> <li>• Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress</li> <li>• Use of subtitles where necessary</li> <li>• Opportunities to learn about geographical themes through physical contact where possible and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding own thoughts and contrasting with those of others</li> <li>• Working effectively as part of a group</li> <li>• Anxiety towards new or sensitive themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support and to avoid conflict</li> <li>• Some children could work individually</li> <li>• Pre teaching and discussing the responses to unit – when necessary</li> <li>• Clear rules and expectations, consistent boundaries, rewards and sanctions Pre teach challenging concepts/ themes/ vocab in advance to prepare children fully.</li> </ul>

