



Cognition and Learning Needs Checklist

Monitoring/QFT strategies

Universal Provision for Cognition and Learning (Monitoring) <i>Please see subject specific scaffolding documents</i>	✓
Calm learning environment	
Use of working walls for frequent retrieval	
Group and partner work (flexible grouping)	
Positive relationships between teacher/child child/peers	
Addressing misconceptions (responsive teaching)	
Interventions (numbersense, rapid phonics, fine motor skills, sensory circuits, reading etc)	
Adult led input and group work (both teacher and TA led)	
Adapted activities to meet need	
Learning chunked into small steps	
Teacher modelling to set expectations	
Teacher modelling retention of knowledge and retrieval	
Pre-teach vocabulary	
Learning adapted to reduce cognitive load	
In class brain breaks	
Scaffolded learning tasks	
Multi-sensory approach to learning – concrete, visual, technology	
Vocabulary mats	
Simplified, clear instructions	
Checklists	



St Winifred's Roman Catholic Primary School

CARITAS – God's Love in Action

Promoting growth mindset, praising efforts and progress as well as achievements	
Exit cards/I need help cards (green/red)	
Traffic lights	
Use of calm safe spaces in the classroom	
Use of praise and dojos for motivation	
In class brain breaks	

Targeted Support

Universal Provision for Cognition and Learning (Targeted/Different from and/or additional to)	✓
Dyslexia/dyscalculia screening	
Increase of interventions and adult support during lessons	
Referral to SENDCo	
Referral to CAMHS	
Referral to Inclusion	
SEN register/SEN support plan cycle	
Monitoring of progress from teacher and SENDCo	
Assistive technology	