



# SEND Newsletter

This half-term's focus is Cognition and Learning



## Useful Websites for further Reading

[Whole School SEND](#)

[Cognition and Learning Toolkit](#)

[Cognition and Learning: Graduated Approach](#)

[National College - Cognitive Load Theory](#)

## Suggested Watching

[Teaching Strategies for Cognitive Load](#)

[Cognition Development and Learning in Young People](#)

[What is Working Memory?](#)

## What do you need to know?

Cognition and learning needs refer to the difficulties that children and young people face in learning and thinking skills. These needs may vary across subjects and situations, and can be categorised into two types: learning difficulties and specific learning difficulties (SpLD)

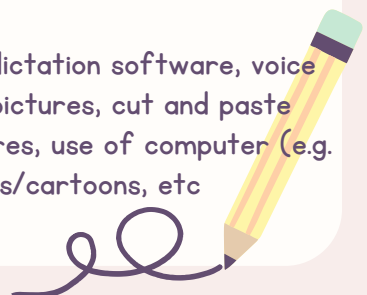
Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

## How to support...

A positive and stimulating learning environment will support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs.

- Processing Difficulties: Verbal instructions supported by visual aids, thinking time and breaking tasks into smaller steps.
- Attention and Motivation: Verbal and non verbal cues, learning tasks which are adapted to suit and specifically motivate the learner.
- Working Memory: Demonstration of memory techniques, e.g. mnemonics, use of rhythm, chunking, verbal categorisation, visualisation techniques.
- Completion of tasks: A range of aids and resources is easily accessible to support learning and to aid independence and recall, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate)
- Increased use of alternative recording methods: dictation software, voice recording, adult/peer scribe, cut and paste using pictures, cut and paste using sentence card sequences with/without pictures, use of computer (e.g. 'Clicker' software), mind maps, use of comic strips/cartoons, etc





# Celebrating our Successes



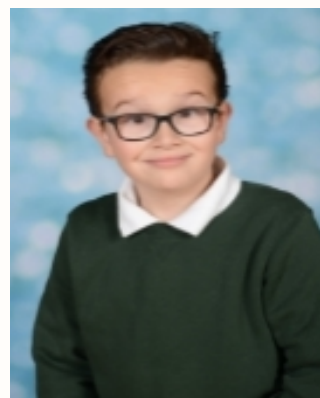
## Abigail (Reception)

Miss Bacon would like to congratulate Abigail for making excellent progress with her reading. Abigail started the year on wordless books and is now able to read CVC words in her phonic book.



## Sheldon (Y6)

Mrs Dale and Mr Curtis would like to congratulate Sheldon this half term. Sheldon has worked extremely hard on his speech and language targets and has achieved them all. Well done Sheldon!



## Early Talk Boost

Reception and KS1 would like to celebrate the success of Early Talk Boost. Mrs Popple has just completed the first group of children and the progress every child has made has been fantastic. The children have all grown in confidence and their language skills have developed. Thank you Mrs Popple, for running such a fantastic intervention for our youngest children! We can't wait to see how much success the next group will achieve!

