

Early Years Advice and Guidance: Cognition and Learning



educationGateshead
raising achievement for all



The child may present with difficulties in the following areas:

- Attention and listening
- Memory
- Following simple instructions
- Making links and generalising
- Motivation to engage
- Sequencing
- Self-organisation
- Visual, practical and spatial/physical learning



Cognition and Learning - Quality First Teaching

THINK developmental stage not age

The Nursery Environment

- Adjust according to a child's sensory needs
- Use the indoor and outdoor environment creatively to allow for space to learn
- Reduce language and use visuals
- Provide a broad and balanced range of activities linked to EYFS and children's interests which also includes opportunities for sensory play
- Use a visual timetable and Now/Next approach
- Provide motivating activities linked to the child's interests
- Establish a consistent daily routine which is embedded into the nursery day and reinforced by a visual timetable

Key Adults

- Plan opportunities for repetition and transfer of skills
- Support the child to extend attention to activities
- Use the child's name to gain attention with gentle touch on the arm if required
- Give the child time to process information
- Positive reinforcement of expectations
- Use prompts to teach and reinforce skills including backward chaining; fade the prompts to develop independence
- Reward and motivate
- Model play skills and expectations as play partner
- Use a communication system appropriate to the child's level of development e.g. objects of reference, photographs, symbols



SEN Support:

- Share concerns with parents/ carers
- Liaise with health visitor
- Consult with Inclusion Consultant (Area SENCo) for advice, guidance and support for inclusive practice
- Identified child to have Assess, Plan, Do, Review cycles established
- Consider the need for a CAF (Common Assessment Framework)

Useful Links

<https://gateshead-localoffer.org/>