

Cognition and Learning Needs Guidance

Threshold Descriptors Overview		Assessment, Intervention, Provision and Resources	
<p>Threshold 1</p> <p>Mild</p>	<ul style="list-style-type: none"> • May be below age-related expectations • Difficulty with the acquisition/use of language, literacy and numeracy skills • Difficulty with the pace of curriculum delivery • Some problems with concept development • Evidence of some difficulties in aspects of literacy, numeracy or motor coordination • Attainment levels are likely to be a year or more delayed 	<p>Please refer to information contained within the Threshold 1 Cognition and Learning section of the School Age Guidance.</p>	
<p>Threshold 2</p> <p>Mild - Moderate</p>	<ul style="list-style-type: none"> • Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills. • The learner is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention and differentiation through a support plan. • Evidence of difficulties with aspects of cognition i.e., memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum. • Progress is at a slow rate but with evidence of response to intervention. • Support is required to maintain gains and to access the curriculum. 	<ul style="list-style-type: none"> • Attainment is well below expectations despite targeted differentiation. • Processing difficulties limit independence and learner may need adult support in some areas. • Mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality first teaching. • May have difficulties with organisation and independence in comparison to peers. • Difficulties impact on access to the curriculum • Requires reasonable adjustments to support them in the classroom. • Self-esteem and motivation may be an issue. • Possibly other needs or circumstances that impact on learning. 	<p>Please refer to information contained within the Threshold 2 Cognition and Learning section of the School Age Guidance.</p>

<p>Threshold 3</p>			
<p>Moderate</p>	<p>As above plus:</p> <ul style="list-style-type: none"> • Persistent difficulties in the acquisition/use of language/literacy/numeracy skills. • May appear resistant to previous interventions. • Operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification. • Moderate difficulties with independent working and may sometimes need the support of an adult and a modified curriculum or assessment findings from a range of standardised cognitive assessments. • Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g., memory, concept development, information processing, understanding, sequencing and reasoning. • Difficulties impact on learning and/or limit access to the curriculum. • Significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties. • Personalised learning plan. • Access to advice from a specialist. 	<ul style="list-style-type: none"> • Support for reading/recording to access the curriculum at the appropriate level of understanding. • Moderate and persistent difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality first teaching. • Difficulties in some aspect of cognitive processing will be present, i.e., slow phonological processing, poor working memory, and difficulties with auditory and visual processing. • Difficulties will affect access to curriculum, and specialist support/advice and arrangements will be required. • May require assistive technology and/or augmented or alternative communication supports. • Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support. 	<p>Please refer to information contained within the Threshold 3 Cognition and Learning section of the School Age Guidance.</p>

<p>Threshold 4a</p> <p>Moderate</p>	<ul style="list-style-type: none"> • Significant and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching. • Key language, literacy and/or numeracy skills are well below functional levels for their year group – the learner cannot access text or record independently. • Significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum. • Difficulties likely to be long term/lifelong. • Condition is pervasive and debilitating. • Significantly affects access to curriculum and academic progress. • High levels of support required which include assistive technology. • Social skills and behaviour may be affected, and issues of self-esteem and motivation are likely to be present. • May appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thoughts. 	<p>Please refer to information contained within the Threshold 4a Cognition and Learning section of the School Age Guidance.</p>
<p>Threshold 4b</p> <p>Significant</p>	<p>As Threshold 4a plus:</p> <ul style="list-style-type: none"> • Difficulties are so significant that specialist daily teaching in literacy and numeracy and access to a modified curriculum are required. • The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting. 	<p>Please refer to information contained within the Threshold 4b Cognition and Learning section of the School Age Guidance.</p>
<p>Threshold 5</p> <p>Severe</p>	<ul style="list-style-type: none"> • Severe learning difficulties or a learning disability has been identified. • Profound and multiple learning difficulties identified. • Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills within the curriculum and out of school activities. • Complex and severe language and communication difficulties. • Access to specialist support for personal needs. • Complex needs identified. 	<p>Please refer to information contained within the Threshold 5 Cognition and Learning section of the School Age Guidance.</p>

Cognition and Learning: PfA Outcomes and Provision

Post 16

	Employability/Education	Independence	Community Participation	Health
Post 16/19	<p>YP is able to build upon strengths and interests highlighted in personal/vocational profile.</p> <p>YP is able to achieve steps toward academic and vocational qualifications.</p> <p>YP is able to achieve A level results, or equivalent to enable progression on to university or other education/training opportunities.</p> <p>YP has skills in CV writing and in applying for jobs or Higher Education.</p>	<p>YP is able to manage potential income, including personal independence payments and incoming bills.</p> <p>YP is able to demonstrate skills in time management and negotiating travel/transport.</p> <p>YP is able to understand different types of living arrangements and which of these are positive or possible for each YP.</p> <p>YP is able to begin to plan for future living.</p>	<p>YP is able to understand personal budgets and how they could be spent Post-16/19 to further PfA aspirations.</p> <p>YP is able to understand the potential risks relating to drugs and alcohol within the community and will be able to make safe choices.</p> <p>YP is able to understand how the criminal justice system works to enable them to function appropriately with the community.</p> <p>YP is able to develop increasing social awareness including understanding and reasoning skills to promote social and emotional wellbeing and reduce vulnerability within the community.</p>	<p>YP will have an understanding of their health needs and will be able to manage these where applicable.</p> <p>YP is able to see a GP or other health professionals as appropriate.</p> <p>YP is able to have an understanding of the importance of regular medical, dental and optical checks.</p> <p>YP is able to understand healthy choices, including healthy eating and benefits of exercise and will take steps to remain health and active.</p>
Post 19	<p>YP will consolidate or complete learning, achieving outcomes to enable progression into employment/adult education or community learning.</p> <p>YP will understand processes and support in relation to job centre provision.</p> <p>YP will understand and access benefits where applicable.</p>	<p>YP will continue to develop independent living skills through appropriate study programmes.</p> <p>YP will understand correspondence/bills and manage them appropriately.</p> <p>YP will have planned living arrangements in place.</p>	<p>YP will show awareness of the role of adult social care and will access the service as required.</p> <p>YP will develop increasing social awareness including understanding and reasoning skills to promote social and emotional wellbeing and reduce vulnerability within the community.</p>	<p>YP will manage health appointments/interventions.</p>

Cognition and Learning: PfA Outcomes and Provision

Post 16

	Employability/Education	Independence	Community Participation	Health
Provision	<p>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 in to smaller stages with a higher level of adult direction.</p> <p>Curriculum/work-based materials and instructions which are adapted to the YP's developmental level and individual learning needs.</p> <p>Alterations to the pace of delivery in work-based settings in accordance with the YP's ability to process and internalise information.</p> <p>A regular programme of activities designed to promote the development of skills for further training/employment to include skills in CV writing, interviews, job applications, understanding job-centre access and support.</p> <p>Provision of careers advice.</p> <p>Access to assistive technology as required.</p>	<p>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.</p> <p>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.</p> <p>Support to access documentation relating to health needs including NICE guidance and health check guide.</p>	<p>Supported opportunities to access community-based activities and to make choices in relation to participation in activities available to them.</p> <p>Individual programmes of support to facilitate community participation in accordance with the YP's choices and levels of cognitive function.</p> <p>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.</p>	<p>Support to understand their own healthcare requirements.</p> <p>Support to access and understand information with regard to healthy eating and healthy lifestyle and exercise choices.</p> <p>Access to adult health services.</p> <p>Access to specialist services in line with any medical assessments.</p>