

Cognition and Learning Needs Guidance

Threshold Descriptors Overview	
Threshold 1	<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.
Mild	
Threshold 2	<ul style="list-style-type: none"> • Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills. • The CYP 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 progress and to access the curriculum. • Attainment is well below expectations despite targeted differentiation. • Processing difficulties limit independence and CYP 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, implemented over time and reviewed regularly. • 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.
Mild - Moderate	

Threshold 3

Moderate

As above plus:

- 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.
- 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, implemented over time and reviewed regularly.
- Difficulties in some aspects 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.
- Involvement of CYP in target setting and personalised learning.

<p>Threshold 4a</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, implemented over time and reviewed regularly. • Key language, literacy and/or numeracy skills are well below functional levels for their year group – the CYP 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>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>Threshold 5a</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.

Threshold 1 - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>Mild difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention, and quality teaching, implemented over time and reviewed regularly.</p> <p>May have difficulties with some or all the following:</p> <ul style="list-style-type: none"> • Below expected rate of attainment. • Below age-related and national expectations. • Difficulty with the acquisition/ use of language, literacy, numeracy skill. • Difficulty with the usual pace of curriculum delivery. • Some problems with concept development. • Evidence of some difficulties in aspects of literacy, numeracy and/or motor co-ordination. • Attainment levels are likely to be a year or more delayed. 	<p>School</p> <ul style="list-style-type: none"> • Part of typical school and class assessments. • Typical curriculum plans include Quality First Teaching (QFT) strategies. • Parents and children involved in monitoring and supporting their targets. <p>Assessment</p> <ul style="list-style-type: none"> • In addition to typical classroom assessments, the teacher will also discuss next steps with the SENDCO. As appropriate, schools may choose to use screening tools, such as GL Assessment online screeners, Lucid, etc. • For concerns regarding motor skills use a motor skill check list and/or speak to the school nursing team/OT. <p>Planning</p> <ul style="list-style-type: none"> • Typical curriculum plans to include QFT strategies and adjustments to activities to remove any barriers which difficulties may present. • Timetable any one-to-one /small group intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention). • Monitor effectiveness of interventions ensuring clear entry and exit points and detailed provision map. • Parents/carers and CYP involved in monitoring and supporting their targets. 	<ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Consider Kagan structures. • Opportunities for small group work based on identified need e.g., listening/ thinking. • Mainstream class with flexible grouping arrangements • Opportunities for small group work based on identified need e.g., reading, maths, motor skills. • Opportunities for generic type one-to-one programmes aimed at addressing gaps – any intervention should have clear entry and exit criteria. 	<ul style="list-style-type: none"> • Quality First Teaching. • Simplify level/ pace/amount of teacher talk. • Emphasis on identifying and teaching gaps assessment. • Opportunities for skill reinforcement/ revision/ transfer and generalisation. • Formal teaching of vocabulary and concepts. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher. • Mainstream class with enhanced differentiation. • Regular targeted small group support, where staffing allows. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 /small group support focused on specific targets, with outcomes closely monitored. • CYP should be in mainstream classes and should not routinely be withdrawn and taught by a TA. • All school staff should have access to regular, targeted Continuing Professional Development. • The child is likely to be part of unnamed consultations or consultations about groups of children with their link EP. • Full inclusion within the curriculum through use of differentiation and group support. • Activities planned through QFT with emphasis on concrete, experiential and visual supports. • Multi-sensory learning opportunities. • Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g., Thinking Skills and problem solving. • Links established between new and prior learning with support from review and overlearning techniques.

Threshold 2 - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>Mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention, and quality teaching, implemented over time and reviewed regularly.</p> <p>Take note of descriptors for other SEND needs, which may not be primary need.</p> <ul style="list-style-type: none"> Continuing and persistent difficulties in the acquisition/ use of language/literacy/ numeracy skills 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 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. 	<p>As Threshold 1 plus:</p> <p>Assessment</p> <ul style="list-style-type: none"> SENDCO will use screening tools available for use in schools to establish a profile of the CYP's strengths and weaknesses. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and exams. SENDCo or specialist teacher to explore SpLD factors. School may request a HINT surgery at this point. <p>Planning</p> <ul style="list-style-type: none"> Teaching plans clearly show adjustments made for individual CYP to access the curriculum. This should include planning for additional adults supporting the CYP within the classroom. SENDCO to oversee planning of a personalised multi-sensory intervention. This should be time-tabled, and a private area made available. Regular monitoring and reviewing of interventions so they can be adapted accordingly – this should take place termly. Staff trained regularly on whole class differentiation/scaffolding with opportunities for peer support. Seek advice and information from Dyslexia Guidance and Dyscalculia Guidance. Specific Learning Difficulties Education Gateshead 	<ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. <p>As Threshold 1 plus:</p> <ul style="list-style-type: none"> 1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills. Opportunities for mixed groupings as CYP's cognitive ability is likely to be higher than their literacy skills might indicate. 	<ul style="list-style-type: none"> Quality First Teaching Programme includes differentiated and modified tasks within an inclusive curriculum. Modify level/ pace/amount of teacher talk to CYP's identified need. Programmes to consist of small achievable steps. Pre-teach concepts and vocabulary. Multi-sensory learning opportunities. Emphasis on using and applying and generalisation of skills. Individual targets within group programmes and/ or 1:1 carefully monitored and reviewed. 	<ul style="list-style-type: none"> Parents/carers are fully informed of school provision for CYP and involved in decisions about interventions to meet the CYP's needs. Main provision by class/subject teacher with support from SENDCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained and targeted support on an individual/ group basis. Include withdrawal on a time limited basis, entry and exit criteria clearly stated. It is likely that the school will consult with an EP at this stage. <p>As Threshold 1 plus:</p> <ul style="list-style-type: none"> staff to deliver 1:1 programme for at least 30 minutes, 3 times weekly. Adults use the developmental level of language appropriate to the child in questioning and explanation. Simple Thinking Skills Activities/ Intensive use of 'Thinking Skills' approach, sorting/ matching/ visual sequencing/ classifying and categorising Use real objects wherever possible. Individual reading. Individual maths.

Threshold 2 - Cognition and Learning *continued*

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<ul style="list-style-type: none"> • Support is required to maintain gains and to access the curriculum. • Attainment is well below expectations despite targeted differentiation. • Processing difficulties limit independence and may need adult support in some areas. • May have difficulties with organisation and independence in comparison to peers. • Difficulties impact on access to the curriculum and the CYP will require special arrangements and additional support in the classroom. • Self-esteem and motivation may be an issue. • Possibly other needs or circumstances that impact on learning. 		<ul style="list-style-type: none"> • The child experiences success through carefully planned interventions and expectations. 	<p>As Threshold 1 plus:</p> <ul style="list-style-type: none"> • Differentiated curriculum with modifications that include alternative methods to record and access text. This will include ICT as appropriate e.g., word prediction, text-to-speech. 	<ul style="list-style-type: none"> • Alphabet arc activities • Precision teaching • Motor co-ordination programme • Busy box • 5-minute box • Visual timetables, timeline • QFT is supplemented by appropriate small group work with close monitoring in place. • Individualised programmes are incorporated into provision. • Clear entry and exit criteria.

Threshold 3 - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>Moderate and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality teaching, implemented over time and reviewed regularly.</p> <ul style="list-style-type: none"> • Persistent difficulties in the acquisition/use of language/ literacy/numeracy skills and appear resistant to previous interventions. • Operating at a level significantly below expected outcomes. • Evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification. • Moderate difficulties with independent working. • Needs the support of an adult and a modified curriculum. • Cognitive and school assessment 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 which require a personalised support plan. • Difficulties in some aspects of cognitive processing will be present, i.e., slow phonological processing, poor working memory, difficulties with auditory and visual processing. • Difficulties will affect access to curriculum. • Specialist support/advice and arrangements required. • Likely to need assistive technology. • Difficulties with learning may impact on self-esteem, motivation, and emotional wellbeing despite positive support. 	<ul style="list-style-type: none"> • SENDCO should take advice from assessment by EP. • Referral to HINT for consultation. • Involvement of education and non-education professionals as appropriate. • Reviews should take note of evidence-based needs. • Curriculum plans, and progress are closely monitored by school tracker. • Targets are individualised, short term and specific. • Continued regular engagement of parents/ carer. • Involvement of CYP in target setting and personalised learning. • Consideration of specific literacy/ learning difficulties evidence. 	<ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific support plan targets. • Grouping needs to be flexible and include positive peer models with input from class teacher as well as additional adults. • Adults use the developmental level of language appropriate to the child in questioning and explanation. 	<ul style="list-style-type: none"> • Quality First Teaching. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum. • Visual cues to support auditory information at all stages of delivery. • Individualised level/ pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1. • Alternative ways of recording as appropriate. • Individualised programmes are incorporated into provision. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENDCO and advice from specialist teacher and non-education professionals as appropriate. • Involvement of an EP in consultation/ assessment/planning and review. • A consistent structured environment which may include withdrawal, carefully monitored and planned by class teacher for a specific target. • Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/ group basis. • Clear monitoring of effectiveness of interventions. • Additional adult to be trained to deliver interventions and support. • Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising. • CYP experiences success through carefully planned interventions and expectations. • SLCN activities. • Motor co-ordination programme. • QFT is supplemented by appropriate small group work (this can be in class with the teacher directing) with close monitoring in place.

Threshold 4a - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>Significant and persistent difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching, implemented over time and reviewed regularly.</p> <ul style="list-style-type: none"> • Key language, literacy and/or numeracy skills are well below functional levels for their year group. • 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. • The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. • High levels of support are 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>School</p> <ul style="list-style-type: none"> • SENDCO takes advice from assessment by EP/specialist teacher and the involvement of education and non-education professionals, such as Health professionals as appropriate. • Curriculum plans, and progress are closely monitored. • Targets are highly individualised. • Continued regular engagement of parents. • Curriculum plans, classroom support and interventions and graduated approaches to achieve outcome. 	<ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for support focused on specific support plan targets. • Opportunities for multi-sensory interventions to address core difficulties will be in place. • Schools may refer to Occupational therapy or other commissioned services. 	<ul style="list-style-type: none"> • Quality First Teaching • Tasks and presentation increasingly individualised and modified in an inclusive curriculum. • Visual cues to support auditory information at all stages of delivery. • Teaching and activities are adapted to reduce the impact of processing difficulties e.g., working memory, processing speed. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1. • Tasks and presentation are personalised to the CYP's needs and monitored regularly to ensure they remain appropriate. • Emphasis on literacy, numeracy, PSHEE and ICT. • Access arrangements and adjustments are part of everyday learning and practice (typical way of working). 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENDCO and advice from specialist teacher and non-education professionals as appropriate. • A consistent structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target. • Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/group basis. • Clear monitoring of effectiveness of interventions. • Additional adult to be trained to deliver interventions and support. • Modified class curriculum. • CYP still included in activities wherever appropriate. • Use real objects for thinking skill activities (explore the context for the objects). • Appropriate thinking skills strategies. • Access to assistive technology must be made for those CYP with SPLD – e.g., Clicker 7 Text Help Read/Write, Penfriend and audio recording devices.

Threshold 4b - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>Significant and persistent difficulties with literacy, numeracy and/in the acquisition/use of language /literacy/numeracy skills, within the curriculum and in out of school activities</p> <ul style="list-style-type: none"> • Severe cognitive impairment severely restricts access to the curriculum. • Severe level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching. • Moderate to severe Learning Difficulties. • Complex needs identified. • The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in mainstream setting. 	<p>School</p> <ul style="list-style-type: none"> • SENDCO takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate. • Targets are individualised, short term and specific e.g., using B squared/ PIVATS to set targets. • Continued regular engagement of parents/carer. • Progress is closely monitored and tracked. • Utilise education and outside professionals for assessment and advice. • Curriculum plans, classroom support and interventions are planned and evaluated. 	<ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need by specialist teacher and specialist support staff. • Daily opportunities for support focused on specific provision targets. • The CYP experiences success through carefully planned interventions and expectations. • Adults use the developmental level of language appropriate to the child in questioning and explanation. • Simple language level with instructions chunked. 	<ul style="list-style-type: none"> • Modified class curriculum. • Quality First Teaching. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum. • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/ amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1. • Emphasis on literacy, numeracy PSHEE and ICT. • Tasks and presentation are personalised to the CYP's needs and as 4a monitored regularly to ensure they remain appropriate. • Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENDCO and advice from specialist teacher and non-education professionals as appropriate. • A consistent structured environment may include withdrawal, which is carefully monitored, and planned by the class teacher for a specific target. • Additional adult, under the direction of the teacher provides sustained targeted support on an individual/ group basis. • Clear monitoring of effectiveness of interventions. • Additional adult to be trained to deliver interventions and support. • Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising • Use real objects wherever possible. • CYP still included in group activities wherever appropriate. • Mastery learning – use of the Education Endowment Fund Toolkit to locate appropriate interventions. • Precision teaching. • Motor co-ordination programme. • Visual timetables, timeline, cues, task plans. • Access to assistive technology available for CYP with SpLD. • QFT is supplemented by small group work with close monitoring in place. • Individualised literacy/numeracy incorporated into provision. • Clear entry and exit criteria. • 1:1 Speech and Language Therapy if appropriate.

Threshold 5 - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>Severe and persistent difficulties in the acquisition/use of language/literacy/ numeracy skills, within the curriculum and in out of school activities.</p> <ul style="list-style-type: none"> • Severe learning difficulties or learning disabilities have been identified. • Complex and severe language and communication difficulties. • Profound and Multiple Learning Difficulties, which are lifelong. • Complex Needs identified. 	<p>School</p> <ul style="list-style-type: none"> • As 4b with long term involvement of specialist provision and appropriate non-educational professionals in accordance with the outcomes identified within the Education, Health and Care Plan, if applicable. • Previous assessment informs the planning process for appropriate programmes. • Targets are short-term and specific, monitored and reviewed on a short-term basis. • Parents/carers are naturally involved. 	<ul style="list-style-type: none"> • Extremely modified and individualised work. • Small group and 1:1 daily developing basic skills. • Need for specialist intervention from time to time to model interventions for schools to follow. 	<ul style="list-style-type: none"> • As 4b plus access to aids personalised to the CYP's needs e.g., communication needs. • Ensure that appropriate advice and materials are always available such as PECS, Makaton, ICT. • Functional curriculum offer. • Sensory curriculum offer. 	<ul style="list-style-type: none"> • Higher than average pupil:teacher ratio. • Staff need to be trained and have experience working with CYP with high cognition and learning needs. • Access to extra staffing to support CYP in times of crisis and stress and to escort CYP on outings and trips. • Appropriately trained staff to deal with medical and physical issues as appropriate. • Extreme modification of curriculum. • Group activities carefully monitored to ensure the CYP is not isolated or excluded. • CYP still included in activities wherever appropriate. • Emphasis on using real objects and experiences for all activities. • Visual support throughout. • Specialist ICT hard and software. • Total Communication Approach. • AAC systems to support communication environment. • Specialist equipment to promote self-help, physical access, and mobility. • Appropriate indoor and outdoor provision in a safe and secure setting. • Specialist hygiene facilities if necessary. • Access to specialist educational and non-educational services in accordance with the EHC Plan, if applicable. • Therapeutic offer to support sensory needs. • Information regarding Services and training will be on the Local Offer.

Cognition and Learning: PfA Outcomes and Provision

Primary and Secondary

PfA Outcomes and Provision

Year Group	Employability/Education	Independence	Community Participation	Health
<p>Reception to Y2 (5-7 years)</p>	<p>Child has the listening skills and concentration to increase the amount of time they are able to maintain focus upon learning tasks.</p> <p>Child is able to develop early concepts of literacy and numeracy skills to enable them to lay the foundations of later learning.</p> <p>Child has an awareness of 'growing up' and beginning to have some ideas of what they would 'like to be', when they are older.</p>	<p>Child is able to understand the concept of time and will develop the skills necessary to access digital and analogue clocks.</p> <p>Child is able to understand the concept of cooking and the contribution of ingredients to produce different foods.</p>	<p>Child has an understanding of the concept of friendships and will be applying this in their approach to shared play with peers.</p>	<p>Child is able to understand the concept of being healthy, including the benefits of exercise and making healthy food choices and will begin to apply this in the context of mealtimes and attendance at clubs and sports activities.</p> <p>Child is able to understand the need for regular dental, vision, and hearing checks to maintain good health.</p>
<p>Y3 to Y6 (8-11 years)</p>	<p>Child is able to understand and be able to talk about different careers and education options so that they are able to make choices about what they will do next.</p> <p>Child is beginning to develop a profile of interests and aspirations in order to demonstrate individual strengths and skills.</p>	<p>Child is able to understand the concept of money, demonstrating awareness that different objects are of different monetary values and beginning to use money to pay for items such as snacks in school.</p> <p>Child is beginning to understand concepts relation to travel and transport including paying for a ticket/pass, timetables, and road signs and will be aware of the role of these in facilitating independent travel.</p> <p>Child is able to understand the concept of recipes relating to preparation of food and will be able to follow these with adult support to make simple foods (cupcakes, sandwiches etc.)</p>	<p>Child is able to understand the importance of being safe within the local community, including online, and will begin to understand potential areas of risk, e.g., strangers, online hazards, bullying and ways to take steps to avoid these.</p> <p>Child is familiar with the local area, including particular places, routes of travel to enable them to begin to understand where they are going and methods to get there.</p>	<p>Child is able to understand the purpose of vaccinations and will cooperate with these to ensure good medical health.</p> <p>Child is able to understand changes to their body associated with puberty and will be aware of self-care routines required to maintain good physical health.</p> <p>Child is able to understand minor health needs that they may have, asthma, eczema, difficulties with vision and/or hearing; they will understand the strategies and resources to manage these.</p>

PfA Outcomes and Provision

Year Group	Employability/Education	Independence	Community Participation	Health
<p>Y7 to Y11 (11-16 years)</p>	<p>CYP is able to understand information relating to course options (GCSE, NVQ, Entry level qualifications, vocational options etc.) including the requirements for access to a range of HE options to enable realistic and informed choices.</p> <p>CYP is able to think about subject option choices alongside longer-term career goals and will be able to choose subjects and course options to enable next steps in their chosen direction.</p> <p>CYP is beginning to think about and plan work experience/part-time opportunities to enable them to understand workplace demands and requirements and to gain early experience in areas of interest for future employment.</p> <p>CYP continues to develop a profile of interests and achievements in order to demonstrate individual strengths and skills. This will be used in accordance with careers sessions and guidance.</p> <p>CYP is able to understand supported employment options e.g., Access to Work.</p>	<p>CYP is able to understand monetary value, how much money they have and how much money items cost and will be able to make decisions in relation to what they spend their money on as a first step towards financial budgeting.</p> <p>CYP is able to demonstrate skills in accessing local transport services, buying a ticket/pass, understanding bus times, using these systems of travel to access school, for example.</p> <p>CYP is able to understand information relating to different food groups and meal planning and will be able to understand instructions within a recipe card/book to enable them to cook simple meals with support.</p>	<p>CYP is able to understand risks associated with social media, online gaming and online communities and will be increasingly competent in understanding how to keep themselves safe.</p> <p>CYP is able to understand social norms and conventions in relation to a variety of friendships and relationships and will be able to use this knowledge to enable them to engage appropriately within a range of social context.</p> <p>CYP is able to understand options in relation to a range of leisure and social activities available and will be able to use this to make informed and positive choices about how they want to spend their free time.</p> <p>CYP shows increased understanding of the wider picture and will build resistance to support emotional wellbeing.</p>	<p>CYP is able to understand information relating to sex education and sexual health in preparation for adulthood.</p> <p>CYP is able to understand the role of the GP and the support available to them.</p> <p>CYP is able to understand the risks associated with drugs and alcohol and will apply information learned to keep themselves safe.</p> <p>CYP has a more active role in understanding and managing more complex health needs to facilitate greater independence.</p>
<p>Provision</p>	<p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Thresholds Guidance: Cognition and Learning.</p>			