

**SEND Indicators of need & Supports:**  
**Cognition & Learning**

CoP (6.23) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

<b>Reading</b> <i>The pupil requires support to...</i>	
take part in discussion about stories read to them, either with the whole class or individually with an adult	
become familiar with key stories, fairy stories and retelling them to others	
read high-frequency words (e.g. <b>he, she, was, my, you</b> ) automatically despite many opportunities for revision	
move away from a phonic strategy to a whole word strategy for high frequency and commonly occurring words	
read many of the common exception words from the first 100 high frequency words	
understand reading materials as a result of continuing effortful decoding, low reading rate or limited language skills, and despite well-founded intervention to encourage comprehension strategies	
<b>Other:</b>	
<b>Phonics</b> <i>The pupil requires support to...</i>	
understand early reading concepts such as letter/grapheme, sound/phoneme, syllable	
use phonological skills such as blending/segmenting to read/record consonant-vowel-consonant words despite high quality teaching and support	
recognise rhyme, use alliteration and identify syllables	
give pure sounds for (the majority of) single letters automatically (i.e. respond speedily) despite many opportunities for practice and revision	
read pseudo-words from and following the Y1 statutory phonics screening check and decode common regular words	
automatically recognise single letters and most common digraphs	
read quickly those words the pupil encounters repeatedly	
<b>Other:</b>	
<b>Recording</b> <i>The pupil requires support to...</i>	
recall the formation of letter shapes despite many opportunities for practice and revision	
spell early high frequency words (e.g. <b>he, she, was, my, you</b> ) despite many opportunities for practice and revision	
compose a simple sentence orally before attempting to write it down	
make phonically plausible attempts at consonant-vowel-consonant words despite high quality teaching and support	
write simple sentences with simple punctuation	
<b>Other:</b>	

Hull Graduated Approach- ASSESS  
Step 2a C&L

<b>Maths</b> <i>The pupil requires support to...</i>
recognise and name numerals
understand one-to-one correspondence
demonstrate an understanding of the concepts of 'more' and 'less'
recognise a small number of objects (e.g. 4 items) and estimate a large number
understand the concept of place value and exchange (e.g. that 10 ones can be represented as 1 ten)
identify one more and one less than a given number; count forwards and backwards in ones and twos
recall number bonds to 20 despite well-founded intervention and repeated opportunities to relate knowledge to hands-on materials
know and use simple mathematical symbols (e.g. + - =) despite repeated exposure
sort and classify objects, shapes and numbers according to simple attributes and when using 'hands-on' resources
have persistent difficulty with simple sequences of e.g. numbers, patterns, days of the week etc.
name common 2-d shapes despite repeated exposure and learning
<b>Other:</b>
<b>Attitude/approach to learning</b> <i>The pupil requires support to...</i>
demonstrate age-appropriate independent learning skills e.g. using simple strategies that have been explicitly taught
maintain attention and interest on an adult directed task for approximately 10 minutes
engage and persevere with challenging tasks for a short time
believe in their ability to overcome challenge
can consider available options/strategies and justify choice
<b>Other:</b>