

Cognition and Learning Needs: **Universal provision** Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)

How will you keep my child safe and cared for?

- ◇ Wherever possible the child will remain within the appropriate age group.
- ◇ Individual care plan in place to support specific care needs

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children's needs and specific strategies to support MLD, SLD, PMLD Learning Difficulties.
- ◇ Staff are aware of how to differentiate for children with MLD and understand the need for differentiation to support children with SLD / PMLD.
- ◇ Provide a small step approach to learning new skills, simplified language reinforced by multi-sensory approaches.
- ◇ Consideration of positioning and seating to support learning.

How will I / you know my child is making progress?

- ◇ Key staff are aware of referral procedures to other agencies including health, education and social care.

Cognition and Learning Needs: **SEN provision**

Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)

How will I / you know my child is making progress?

- ◇ Individualised care plan in place identifying specific moving and handling strategies, delivery of medicines and flammable substances (oxygen) fire-safety and evacuation plans.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ An environment that supports the sensory and movement needs of the child to assist their involvement and engagement.
- ◇ Additional communication strategies including Makaton, objects of reference, use of cause and effect to indicate some choices.
- ◇ Sensory environment (experiences) regularly used along with massage and physical prompting.
- ◇ Frequent opportunities for individual or small group within the room or on a withdrawal basis.
- ◇ Specific provision including appropriate positioning to enable learning and use of specialist supportive equipment to facilitate access to all setting activities.
- ◇ Additional advice and support from specialist services.
- ◇ Individualised programmes implemented with support from Occupational Therapist and Physiotherapist teams.
- ◇ Support to facilitate social interaction.

How will I / you know my child is making progress?

- ◇ Specific small step targets to support areas of development will be included and identified support and strategies implemented across all sessions. Progress of these will be monitored regularly.