

Children's and Young People Services

Using the SEND Thresholds (Cognition and Learning Needs)

Guidance 2025



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Cognition and Learning Needs Guidance	
Range Descriptors Overview	
Range 1 – Mild	• May be below age-related expectations. • May show a slower rate of progress than their peers. • Needs cannot be met by adapting universal provision and they require additional/different provision. • 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
Range 2 – Mild - Moderate	• Continuing and persistent difficulties in the acquisition / use of language / literacy / numeracy skills • The pupil 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. • Attainment is well below expectations despite targeted differentiation. • Processing difficulties limit independence and pupils may need adult support in some areas. • The pupil will have 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 • Pupils will require reasonable adjustments to support them in the classroom. • There may be indications of frustration, impulsivity, poor motivation, inattention, poor organisation, self-concept and low self-esteem. • Possibly other needs or circumstances that impact on learning

Range 3 – Moderate

As above plus

- Persistent difficulties in the acquisition/use of language/literacy/numeracy skills
- May appear resistant to previous interventions.
- Pupils are 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.
- There are 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, Specialist Inclusion Team or a Speech and Language Therapist 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.
- Pupils will have **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 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 support.
- Difficulties with learning may impact on self-esteem, motivation, and emotional wellbeing despite positive support.
- Involvement of pupil in target setting and personalised learning

Range 4a – Significant	• Pupils will have 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 pupil cannot access text or record independently. • Pupils have 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. • Significant difficulties with organisational skills and independent learning. • 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 • The pupil may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thoughts
Range 4b	As Range 4a plus: • 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
Range 5 - Severe	• Severe learning difficulties have been identified. • Complex and severe language and communication difficulties • Access to specialist support for personal needs • Complex needs identified*

Range 1 cognition & learning Presenting Behaviours	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
The pupil will have mild difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention, and quality teaching. Pupil may have difficulties with some or all the following: - Below expected rate of attainment - Below age-related and national expectations - Difficulty with the acquisition, use of language, literacy, numeracy skills - 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	SCHOOL: - Part of normal school and class assessments - Normal curriculum plans include Quality First Teaching (QFT) strategies. - Parents and children are involved in monitoring and supporting their targets. Assessment - In addition to normal classroom assessments, the teacher will also discuss next steps with the SENDCO. - As appropriate, screen for Irlen's Visual Stress (coloured overlays), dyslexia, dyscalculia, motor skills difficulties - Tools you might use. Assessments - GL Assessment - For concerns regarding motor skills use a motor skill check list and/or speak to the school nurse/OT - Seek advice and information from British Dyslexia Association Planning - Normal curriculum plans 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 and children involved in monitoring and supporting their targets	- Mainstream class with flexible grouping arrangements - Consider Kagan Structures. Kagan's FREE Articles - Research & Rationale - Research proves effectiveness of Kagan Structures. - Opportunities for small group work based on identified need e.g., listening. - Mainstream class with flexible grouping arrangements - Opportunities for small group work based on identified need e.g., reading, math's, motor skills. - Opportunities for generic type one-to-one programmes aimed at addressing gaps – any intervention should have clear entry and exit criteria	- 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	- Main provision by class/subject teacher - Mainstream class with enhanced differentiation - Regular targeted small group support, where staffing is allowed. - 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. - Pupils 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 - 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

Range 2 Presenting Behaviours	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
The pupil will have mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention, and quality teaching. Take note of descriptors for other SEN needs, which may not be primary need. - Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills - The pupil 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 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. - 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 access to the curriculum and the pupil 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	SCHOOL As Range 1 plus: Assessment - SENDCO will use screening tools available for use in schools to establish a profile of the pupil's strengths and weaknesses. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and exams. Planning - Teaching plans clearly show adjustments made for individual pupils to access the curriculum. - This should include planning for additional adults supporting the pupil within the classroom. - SENDCO to oversee planning of a personalised multi-sensory intervention. This should be timetabled, and a private area made available. - SENDCO or specialist teacher to explore SPLD factors. - 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	- 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. As Range 1 provision plus: - 1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy, numeracy, motor skills and functional handwriting skills. - Opportunities for mixed groupings as pupil's cognitive ability is likely to be higher than their literacy skills might indicate. - The child experiences success through carefully planned interventions and expectations	- Quality First Teaching - Programme includes differentiated and modified tasks within an inclusive curriculum. - Modify the level/pace/amount of teacher. - talk to pupil'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. As Range 1 provision plus: - 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	- Parents are fully informed of school provision for their child and involved in decisions about interventions to meet the pupil's needs. - Main provision by class/subject teacher with support from SENDCO and advice from specialist teachers as appropriate - Additional adults, under the direction of teacher, provide sustained and targeted support on an individual/group basis. - Include withdrawal on a time limited basis, entry and exit criteria clearly stated. As Range 1 provision plus: - 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 math's - 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 the provision. - Clear entry and exit criteria

Range 3 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum / Intervention	Resources and Staffing
The pupil will have 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. - Persistent difficulties in the acquisition/use of language/literacy/numeracy skills and appear resistant to previous interventions. - Pupil 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	SCHOOL - SENDCO should take advice from assessment by EP/specialist teacher. - 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/carers. - Involvement of pupil in target setting and personalised learning - Consideration of specific literacy/learning difficulties evidence	- 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	- Quality First Teaching - Tasks and presentations are increasingly individualised and modified in an inclusive curriculum. - Visual cues 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 the provision. - Clear entry and exit criteria	- Main provision by class/subject teacher with support from SENDCO and advice from specialist teacher and non-education professionals as appropriate - A consistently structured environment which may include withdrawal, carefully monitored, and planned by class teacher for a specific target. - Additional adults, under the direction of the teacher, provide sustained targeted support on an individual/group basis. - Clear monitoring of effectiveness of interventions - Additional adults to be trained to deliver interventions and support. - Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising - A pupil 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

Range 4a Presenting Behaviours	Assessment and Planning	Strategies	Curriculum / Intervention	Resources and Staffing
The pupil will have significant and persistent difficulties with literacy, numeracy, and/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. - Pupils cannot access text or record independently. - Pupils have 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. - The pupil may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thoughts	SCHOOL - SENDCO takes advice from assessment by EP 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 outcomes	- 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 Children's Occupational Therapy, or commission services where waiting lists are too long	- Quality First Teaching - Tasks and presentations are increasingly individualised and modified in an inclusive curriculum. - Visual cues 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 presentations are personalised to the pupil's needs and monitored regularly to ensure they remain appropriate. - Emphasis on literacy, numeracy, PSHE and ICT - Access arrangements and adjustments are part of everyday learning and practice (normal way of working)	- Main provision by class/subject teacher with support from SENDCO and advice from non-education professionals as appropriate - A consistently structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target. - Additional adults, under the direction of the teacher, provide sustained targeted support on an individual/group basis. - Clear monitoring of effectiveness of interventions - Additional adults to be trained to deliver interventions and support. - Modified class curriculum - Pupils are still included in activities wherever appropriate. - Use real objects for thinking skills activities (explore the context for the objects) - Appropriate thinking skills strategies - Access to assistive technology must be made for those pupils with SPLD – e.g., Clicker 7 Text Help Read/Write, Penfriend and audio recording devices.

Range 4b Presenting Behaviours	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
- Severe and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, within the curriculum and in out of school activities - 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. - 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	SCHOOL - 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/pivots to set targets. - Continued regular engagement of parents. - 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	- Mainstream class, predominantly working on modified curriculum tasks. - Frequent opportunities for small group work based on identified needs by specialist teacher and specialist support staff. - Daily opportunities for support focused on specific provision targets. - The pupil 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	- Modified class curriculum - Quality First Teaching - Tasks and presentations are increasingly individualised and modified in an inclusive curriculum. - Visual cues 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 pupil'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	- Main provision by class/subject teacher with support from SENDCO and advice from non-education professionals as appropriate - A consistently structured environment may include withdrawal, which is carefully monitored, and planned by the class teacher for a specific target. - Additional adults, under the direction of the teacher provides sustained targeted support on an individual/group basis. - Clear monitoring of effectiveness of interventions - Additional adults 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. - Pupils are 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 - For those pupils with SPLD access to assistive technology must be made - 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

Range 5 Presenting Behaviours	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
Severe and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, within the curriculum and in out of school activities. - Moderate or severe learning difficulties have been identified. - Complex and severe language and communication difficulties - Profound Learning Difficulties, which are lifelong. - Complex Needs identified*	SCHOOL - 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 consider Occupational Therapy Parent and Schools Toolkit and Sensory Toolkit. - Consideration to be given transition to secondary school additional resources support to enable access to learning, speed of learning etc.	- Extremely modified and individualised work. Give work in clear and manageable chunks with clear goals/end points. - Small group and 1:1 daily developing basic skills. - Need for specialist intervention from time to time to model interventions for schools to follow. - Highly structured and visual environment - Chunked and broken down – workstation style tasks or use of workstation.	- As 4b plus access to aids personalised to the pupil's needs e.g., communication needs. - Ensure that appropriate advice and materials are always available such as Makaton, ICT	- Staff need to be trained and have experience of working with pupils with high cognition and learning needs. - Access to extra staffing to support pupils in times of crisis and stress and to escort pupils on outings and trips. - Appropriately trained staff to deal with medical and physical issues as appropriate. - Extreme modification of curriculum - Group activities are carefully monitored to ensure the pupil is not isolated or excluded. - Pupils are still included in activities wherever appropriate. - Emphasis on using real objects and experiences for all activities. - Visual support throughout - Specialist ICT hard and software - 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. - Information regarding Services and training will be on the Local Offer

PfA Outcomes				
	Employability / Education	Independence	Community Participation	Health
Reception to Y2 (5 – 7 years)	Child will have the listening skills and concentration to increase the amount of time they are able to maintain focus upon learning tasks. Child will be developing early concepts of literacy and numeracy skills to enable them to lay the foundations of later learning. Child will have an awareness of 'growing up' and beginning to have some ideas of what they would 'like to be,' when they are older.	Child will understand the concept of time and will develop the skills necessary to access digital and analogue clocks. Child will understand the concept of cooking and the contribution of ingredients to produce different foods.	Child will understand the concept of friendships and will be applying this in their approach to shared play with peers.	Child will 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. Child will understand the need for regular dental, vision, and hearing checks to maintain good health.
Y3 to Y6 (8 – 11 years)	Child will 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. Child will begin to develop a profile of interests and aspirations in order to demonstrate individual strengths and skills.	Child will 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. Child will begin 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. Child will 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.)	Child will 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. Child will be familiar with the local area, including places, routes of travel to enable them to begin to understand where they are going and methods to get there.	Child will understand the purpose of vaccinations and will cooperate with these to ensure good medical health. Child will understand changes to their body associated with puberty and will be aware of self-care routines required to maintain good physical health. Child will 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.
Y7 to Y11 (11 – 16 years)	Child will be able to understand information relating to course options (GCSE, NVQ, Entry level	Child will understand monetary value, how much money they have and how much money	Child will understand risks associated with social media, online gaming and online	Child will understand information relating to sex education and sexual health in preparation for adulthood.

	qualifications, vocational options etc.) including the requirements for access to a range of HE options to enable realistic and informed choices. Child will be 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. Child will begin 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. Child will continue to develop a profile of interests and achievements to demonstrate individual strengths and skills. This will be used in accordance with careers sessions and guidance. Child will understand supported employment options e.g., Access to Work.	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. Child will demonstrate skills in accessing local transport services, buying a ticket/pass, understanding bus times, using these systems of travel to access school, for example. Child will 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.	communities and will be increasingly competent in understanding how to keep themselves safe. Child will 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 contexts. Child will 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. Child will show increased understanding of the wider picture and will build resistance to support emotional wellbeing.	Child will understand the role of the GP and the support available to them. Child will understand the risks associated with drugs and alcohol and will apply information learned to keep themselves safe. Child will have a more active role in understanding and managing more complex health needs to facilitate greater independence.
Provision	Please refer to details provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: Cognition and Learning.			