

Four Areas of need document for pupils with SEND- (Subject Area) using Quality First Teaching Document

Communication & Interaction	Cognition & Learning
<ul style="list-style-type: none"> <li>• Rules of good listening displayed, taught, modelled and regularly reinforced, particularly in relation to the iPads.</li> <li>• Delivery of information slowed down with time given to allow processing.</li> <li>• Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school.</li> <li>• TA's used effectively to explain and support pupils to ask and answer questions</li> <li>• Checklists and task boards – simple and with visual cues if required.</li> <li>• Talking buddies or similar used to encourage responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of subject vocabulary.</li> <li>• Links to prior learning explicitly made</li> <li>• Key learning points reviewed at appropriate times during and end of lesson.</li> <li>• Coloured background on board/ebooks.</li> <li>• Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type...</li> <li>• Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type...</li> <li>• Additional time to complete tasks if necessary.</li> <li>• Occasional opportunities to explore iPads to get familiar with different app</li> </ul>
SEMH	Sensory & Physical
<ul style="list-style-type: none"> <li>• Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</li> <li>• Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources, such as a fiddle toy.</li> <li>• Communicate in a calm, clear manner.</li> <li>• Transition from whole class work to independent or group work is taught, clearly signalled and actively managed using walk thru strategies.</li> <li>• Ensure groupings provide positive role models.</li> <li>• Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary.</li> <li>• Give the pupil a classroom responsibility to raise self-esteem.</li> <li>• Use interactive strategies e.g. pupils have cards/show me boards etc.</li> <li>• 1:1 support provided where required, time out and pacing adapted to suit pupil needs.</li> </ul>	<p>Provide headphones where required to ensure children are not overstimulated.</p> <p>Mixture of offline activities to increase sensory range and give as many first hand experiences.</p> <p>Organisation of classroom to allow free movement.</p> <p>Allow additional time to complete tasks.</p> <p>Do not limit use of rich and varied language.</p> <p>Allow more thinking and talking time.</p> <p>Use of accessibility features on iPad e.g. screen reader if required.</p> <p>Online learning tools in all lessons to ensure pupils can work verbally, online or on paper if needed.</p> <p>Verbal explanations simplified when needed and short chunked activities to support children who can become overwhelmed</p>