

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"> Rules of good listening displayed, taught, modelled and regularly reinforced, particularly in relation to the ipads. Delivery of information slowed down with time given to allow processing. Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school. TA's used effectively to explain and support pupils to ask and answer questions Checklists and task boards – simple and with visual cues if required. Talking buddies or similar used to encourage responses. 	<ul style="list-style-type: none"> Pre-teaching of subject vocabulary. Links to prior learning explicitly made Key learning points reviewed at appropriate times during and end of lesson. Coloured background on board/ebooks. Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type... Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type... Additional time to complete tasks if necessary. Occasional opportunities to explore iPads to get familiar with different app
SEMH	Sensory & Physical
<ul style="list-style-type: none"> Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources, such as a fiddle toy. Communicate in a calm, clear manner. Transition from whole class work to independent or group work is taught, clearly signalled and actively managed using walk thru strategies. Ensure groupings provide positive role models. Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary. Give the pupil a classroom responsibility to raise self-esteem. Use interactive strategies e.g. pupils have cards/show me boards etc. 1:1 support provided where required, time out and pacing adapted to suit pupil needs. 	<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>