

Four Areas of need document for pupils with SEND- (RE) 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</li> <li>· Pupils are encouraged – and shown – how to seek clarification</li> <li>· Checklists and task lists – simple and with visual cues</li> <li>· System of visual feedback in place to show if something has been understood</li> <li>· Talking buddies or similar used to encourage responses</li> </ul>	<ul style="list-style-type: none"> <li>· Pupils encouraged to explain what they have to do to check understanding</li> <li>· Links to prior learning explicitly made</li> <li>· Key learning points reviewed at appropriate times during and end of lesson</li> <li>· Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type...</li> <li>· Occasional opportunities to work with a scribe.</li> <li>· Cloze procedure exercises to vary writing tasks and demonstrate understanding</li> <li>· Additional time to complete tasks if necessary</li> </ul>
SEMH	Sensory & Physical
<p>Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</p> <ul style="list-style-type: none"> <li>· Refer pupils regularly to classroom code of conduct, whole class targets and use consistently –Make expectations for behaviour explicit by giving clear targets, explanations and modelling</li> <li>· Transition from whole class work to independent or group work is taught, clearly signalled and actively managed</li> <li>· Ensure groupings provide positive role models</li> <li>· Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)</li> <li>· Give a set time for written work and do not extend into playtime to ‘catch up’ – the pupil will need these breaks</li> <li>· Communicate in a calm, clear manner</li> <li>· Communicate positive achievements – no matter how small – with home and encourage home to do the same.</li> <li>· Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc</li> </ul>	<ul style="list-style-type: none"> <li>· Allow the child plenty of space to work – were space allows, could he/she be placed next to a ‘free’ desk?</li> <li>· Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent</li> <li>· Encourage oral presentations as an alternative to some written work</li> <li>· Allow additional time to complete tasks</li> <li>Give as many first hand ‘real’ multi-sensory experiences as possible</li> <li>· Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board</li> <li>· Repeat contributions from other children – their voices may be softer and speech more unclear</li> <li>· Divide listening time into short (ish) chunks</li> <li>· Face the pupil when speaking</li> </ul>

