

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 · Delivery of information slowed down with time given to allow processing · Talking buddies or similar used to encourage responses 	<ul style="list-style-type: none"> • Teachers will ensure that they have identified the level of difficulty of texts used in PSHE lessons and ensure that it is differentiated if children are reading independently. If children are reading the text aloud as a class, pre-prepare children, as appropriate, if they have to read aloud. • Ensure that you ask children to explain what tasks they have to complete so that you can check if they understand what they have to complete. • Links to prior learning explicitly made. • Key learning points reviewed at appropriate times during and end of lesson • Key words and/or phoneme mats on desks • Range of coloured overlays/reading rulers available as appropriate • Coloured background on smart board • Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available • 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

	<ul style="list-style-type: none"> • Have small whiteboards and pens available for notes, to try out spellings, record ideas etc • Provide – and teach use of – range of writing frames to aid organisation
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 • Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed • Ensure groupings provide positive role models • Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc. 	<ul style="list-style-type: none"> • Encourage oral presentations as an alternative to some written work • Short spells of visual activity should be interspersed with less demanding activities • Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board • Try out different Smartboard colours to try to find best contrast • Face the pupil when speaking • Divide listening time into short (ish) chunks • Key words on board to focus introduction and conclusion

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