

Four Areas of need document for pupils with SEND- History using Quality First Teaching Document

Communication & Interaction	Cognition & Learning
<p>'Rules' of good listening displayed, taught, modelled and regularly reinforced.</p> <ul style="list-style-type: none"> Delivery of information slowed down with time given to allow processing Pupils are encouraged – and shown – how to seek clarification TA's used effectively to explain and support pupils to ask and answer questions Checklists and task lists – simple and with visual cues Talking buddies or similar used to encourage responses. 	<ul style="list-style-type: none"> Make sure you know the level of difficulty of any text you expect the pupil to read- pre-prepare a pupil if you are going to ask them to read aloud in class. Pupils encouraged to explain what they have to do to check understanding Links to prior learning explicitly made Key learning points reviewed at appropriate times during and end of lesson Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available Diagrams and pictures to add meaning alongside text 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
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"> Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources Communicate in a calm, clear manner Transition from whole class work to independent or group work is taught, clearly signaled and actively managed. Communicate positive achievements – no matter how small – with home and encourage home to do the same. 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"> Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project. Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning Allow more thinking and talking time Key words on board to focus introduction and conclusion

