

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

