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| **Area of Need: Communication and Interaction** |
| • Instructions broken down into manageable chunks and given in the order they are to be done  • Checklists and task lists – simple and with visual cues  • Delivery of information slowed down with time given to allow processing  • Pupils are given a demonstration of what is expected  • System of visual feedback in place to show if something has been understood  • Pupils are encouraged – and shown – how to seek clarification  • Talk Partners used to encourage responses  • TAs used effectively to explain and support pupils to ask and answer questions  • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher  • Access to a quiet, distraction free work station if needed  • ‘Working Walls’ or similar to develop understanding of new vocabulary  • Parents advised of new vocabulary so it can be reinforced at home  • Visual timetables  • Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school |
| **Area of Need: Cognition and Learning** |
| • ‘Next steps’ for learning derived from what the pupil can already do – referring back to prior knowledge when necessary. Links to prior learning explicitly made  • Appropriate level of difficulty of texts  • Key words/vocabulary emphasised when speaking and displayed clearly on ‘working walls’  • Instructions broken down into manageable chunks and given in sequence  • Pupils encouraged to repeat back instructions to ensure understanding  • Key learning points reviewed at appropriate times during the lesson  • Consider alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders  • Writing frames to aid organisation/post-it notes  • Talk Partners  • Resources accessible - Key words/phoneme mats/alphabet strips/number lines/counters etc on desks or labelled shelf  • Use IT programs and apps. to reinforce and revise what has been taught  • To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.  • Range of coloured overlays available  • Coloured paper for worksheets and coloured background on smart board  • Texts which reflect interest and age range  • Text presented clearly – uncluttered, use bullet points and clear font (verdana minimum size 11)  • Diagrams and pictures to add meaning alongside text  • Consider using close procedure exercises to vary writing tasks that demonstrate understanding  • Prepare the child, if they will be reading aloud  • Additional time to complete tasks if necessary/use a scribe  • Teach and model memory techniques - rehearsal, mnemonics  • Consider using different coloured pens to support learning spellings, identifying different sections of text,  • Mark starting point for each line, if necessary  • Minimise copying from the board – provide copies for pupil, if necessary/Ipad  • Teach pupil how to use task lists |
| **Social, Emotional and Mental Health** |
| • ‘Catch’ the pupil being good and emphasise positives in front of other pupils and staff where appropriate  • Give the pupil a classroom responsibility to raise self-esteem  • Refer pupils regularly to classroom rules, class targets and use consistently – ensuring that all apply consistency  • Play calming music (if appropriate)  • Give breaks between tasks and give legitimate ‘moving around’ activities e.g Go Noodle, Wake up and Shake Up, Movement Break cards  • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources  • Find pupil’s strengths and praise these –to maintain self-confidence  • Make expectations for behaviour explicit by giving clear targets, explanations and modelling  • Use a visual timer to measure and extend time on task – start small  • Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)  • Provide alternative seating at carpet time if this is a challenging time  • Where possible, create a quiet area both for working and as a ‘quiet time’ zone  • Ensure that tools/equipment are easily accessible and available for use  • Give a set time for written work and try not extend into playtime to ‘catch up’ – the pupil will need these breaks  • Use pupil’s name and ensure you have their attention before giving instructions  • Chunk instructions  • Make use of different seating and grouping arrangements for different activities.  • Communicate in a calm, clear manner  • Keep instructions, routines and rules short, precise and positive  • Listen to the pupil, giving them an opportunity to explain their behaviours.  • Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil  • Communicate positive achievements  • Ensure groupings provide positive role models  **PACE Approach** is effective:  PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.  ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.  CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.  EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that he will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings. |
| **Sensory Need: Visual** |
| • Give as many first hand ‘real’ multi-sensory experiences as possible  • Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye  • Try out different paper/Smartboard colours to try to find best contrast (follow advice in Orthoptist reports)  • Consider lighting – natural and artificial – which is most comfortable?  • Avoid shiny surfaces which may reflect light and cause dazzle  • Take advice from specialist teams related to font style and size (verdana, minimum size 11)  • Reduce copying from the board where possible  • Where copying is required, try to ensure a copy is available  • Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board  • Address the pupil by name to get their attention  • Avoid standing in front of windows – your face becomes difficult to see  • Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project. |
| **Hearing** |
| Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)  • Gain pupil’s attention before important information is given  • Keep background noise to a minimum  • Slow down speech rate a little, but keep natural fluency  • Continue to use 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  • Model and teach careful listening along with signals when careful listening is required  • Repeat contributions from other children – their voices may be softer and speech more unclear  • Occasionally check that oral information/instructions have been understood  • Face the pupil when speaking  • Keep hands away from mouth  • Key words on board to support focus  • Divide listening time into short (ish) chunks  • Use visual symbols to support understanding (where necessary) |
| **Co-ordination** |
| • Allow the child plenty of space to work  • Seating should allow pupil to rest both feet flat on the floor  • Sloping desk provided if possible  • Positioned so pupil is able to view the teacher directly without turning the body  • Consider alternative presentations as an alternative to some written work  • Lined paper with spaces to accommodate pupil’s handwriting  • Mark starting point for each line (if necessary)  • Possibly attach paper to desk with masking tape (at correct angle) to avoid having to hold with one hand and write with the other  • Ensure different pen/pencil grips available  • Reinforce verbal instructions. Check understanding - Could the child explain the task to another child or small group?  • If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines  • Cue cards may help the pupil to sequence a task e.g.  1. Collect the equipment you need (with visual cues)  2. Put the date at the top of the page etc.  • Can the LO be photocopied or written into book for pupil? |