

## Area of Need - Sensory and Physical Needs - Summary of Provision

Wave 1 Quality First Teaching for All	Wave 2 Additional and different for some pupils	Wave 3 Additional and Different for some pupils
<ul style="list-style-type: none"> <li>• Quality first teaching with a multi-sensory approach to learning</li> <li>• Quality assessments that inform learning and provides a cognitive challenge</li> <li>• Context embedded learning, scaffold learning (building on prior knowledge and experience)</li> <li>• The use of visual, auditory and kinaesthetic methods</li> <li>• A structured environment that encourages independence in learning</li> <li>• Awareness raising for staff</li> <li>• Touch typing skills</li> <li>• Appropriate seating and work station</li> <li>• Encourage pupils to use aids, e.g. hearing aids, glasses</li> <li>• Ensure you have the pupil's attention before speaking</li> <li>• The use of additional time to allow for processing of information, formulating responses and completing tasks</li> <li>• Advanced planning and special arrangements for off site visits</li> <li>• Specialist arrangements to be made for tests and exams</li> <li>• Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment</li> </ul> <p><b>Hearing impaired</b></p> <ul style="list-style-type: none"> <li>• To aid lip reading, stand still, do not stand in front of a window, keep instructions short, sit the pupil so that your full face is seen</li> <li>• Check for understanding through asking questions and</li> </ul>	<p>Small group work as appropriate</p>	<ul style="list-style-type: none"> <li>• Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist</li> <li>• Specialist assessment of pupil's needs</li> <li>• Enhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved. This may include:             <ul style="list-style-type: none"> <li>➢ British Sign Language</li> <li>➢ Sign Supported English</li> <li>➢ Braille</li> <li>➢ Moon</li> <li>➢ Mobility (Independent Travel)</li> <li>➢ Independence Living skills</li> <li>➢ Enhancing Social and emotional skills</li> <li>➢ Additional ICT skills</li> <li>➢ Specialist IT/Communication equipment</li> <li>➢ Low Vision Aids</li> <li>➢ FM Systems</li> </ul> </li> <li>• Loan of and training in the use of pupil specific, specialist equipment for staff and pupils</li> <li>• In-school training for staff (pupil specific)</li> </ul>

observing responses

- Repeat the contributions of other pupils
- Write homework on the board and give at the beginning of the lesson rather than the end
- Allow extra time for thinking, processing and formulating response
- Make sure you gain the pupils attention by first saying their name before giving instructions

### **Visually Impaired**

- Prescribed glasses should be worn as advised – ensure that they are clean
- Do not ask visually impaired children to share books or worksheets
- Photocopies need to be of high quality, good contrast, clear and not reduced in size
- Work cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surface
- When using the blackboard/ whiteboard, it helps if the teacher speaks clearly as he/she is writing.
- Keep the whiteboard clean and clear. Contrasting and dark markers should be used
- Change background colour on the interactive whiteboard to reduce glare and improve contrast
- Supplementary lighting should be helpful, not dazzling. Extra individual lighting should be placed to the rear and come from over the shoulder.
- The pupils should be positioned to make maximum use of natural lighting but to avoid glare
- An orderly environment is most important. Be aware that hazards may not always be seen e.g. bags on the floor
- Make sure all glass screens e.g. computers and TVs

are clean and goggles unscratched.

- To ensure good posture, use desk slope or board, or simple book stands on desks.
- Make sure you gain the child's attention by first saying their name before giving instructions.

### **Physical/Medical**

- Arrange seating work areas so that pupils have:
  - Space to move to/from area
  - Have a clear view of the board or demonstration area
  - Can reach equipment independently
  - Have adequate space around to aid balance
- It may be necessary to adopt different strategies in order to facilitate the ease of movement around the building:
  - Timetabling of accessible rooms
  - Locker / place to store books and equipment
  - Leaving lessons early to avoid busy corridors
  - Opportunities to develop independence through management of the environment and support staff
  - Buddy system.
- Differentiate tasks to reduce the amount of written working using:
  - Cloze techniques
  - Grids/tables
  - A scribe
- Aid access to ICT using strategies that may include:
  - Altering the Windows environment to make access easier
  - Using alternative hardware e.g. rollerball
  - Using software to aid recording e.g. Clicker
- Provide additional equipment such as;
  - Easy grip scissors, tools, pen, pencils

<ul style="list-style-type: none"> <li>➤ Sloping writing wedge</li> <li>➤ Non slip mat</li> <li>• Present work in a different format: <ul style="list-style-type: none"> <li>➤ Clear, non 'busy' worksheets</li> <li>➤ Questions numbered to help with sequencing of task</li> <li>➤ Reading/marker 'window'</li> <li>➤ Covering over part of a worksheet that is not being worked on to reduce distraction</li> </ul> </li> <li>• Make additional arrangements e.g. <ul style="list-style-type: none"> <li>➤ Additional time to complete tasks</li> <li>➤ Opportunities to develop independence and decision making</li> <li>➤ Advance planning and special arrangements in order to be included in off-site visits</li> <li>➤ Special arrangements to be made for testing / examinations</li> <li>➤ Training for staff who may be involved in moving and handling for pupils</li> <li>➤ For fire evacuation</li> </ul> </li> </ul>		
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