



TOP 5 - MUST HAVEs

- Reasonable Adjustments made to include all learners
- Appropriate access to equipment
- Multi-sensory approaches to learning
- Appropriate seating and work stations
- Ensure that all parts of the lesson are accessible to all learners

Universal provision - Quality First Teaching

- Encourage pupils to use aids, e.g. hearing aids, glasses, radio aid, microphones
- Ensure you have the pupil's attention before speaking
- The use of additional time to allow for processing of information, formulating responses and completing tasks
- Advanced planning and special arrangements for off site visits
- Specialist arrangements to be made for tests and exams
- Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment
- Careful seating arrangements
- Use of Clicker software

Hearing impaired

- 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
- Check for understanding through asking questions and observing responses
- Repeat the contributions of other pupils
- Allow extra time for thinking, processing and formulating response
- Make sure you gain the pupils attention by first saying their name before giving instructions
- If using a radio aid, ensure that it is turned on / off at appropriate times.
- Training from Specialist Services
- Surfaces covered to reduce noise
- Turn off fans during input
- Secrets of Words

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
- 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.
- Books in large print - audio books



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
 - Use of Tripp Trapp chair
 - Stretching Exercises - lead by medical professionals
- It may be necessary to adopt different strategies in order to facilitate the ease of movement around the building:
 - 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
 - Sloping writing wedge
 - Non-slip mat
- Present work in a different format:
 - Clear, non 'busy' worksheets
 - Questions numbered to help with sequencing of task
 - Reading/marker 'window'
 - Covering over part of a worksheet that is not being worked on to reduce distraction
- Make additional arrangements e.g.
 - Additional time to complete tasks
 - Opportunities to develop independence and decision making
 - Advance planning and special arrangements in order to be included in off-site visits
 - Special arrangements to be made for testing / examinations
 - Training for staff who may be involved in moving and handling for pupils
 - For fire evacuation