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| **Wave 1 - High quality teaching for all** | **Wave 2 - Additional and different for some pupils** | **Wave 3 - Additional and different for some pupils** |
| Quality first teaching with a multi-sensory approach to learningQuality assessments that inform learning and provides a cognitive challengeContext embedded learning, scaffold learning (building on prior knowledge and experience)The use of visual, auditory and kinaesthetic methods A structured environment that encourages independence in learningAwareness raising for staff, including CPDTouch typing skillsAppropriate seating and work stationEncourage pupils to use aids, e.g. hearing aids, glassesEnsure you have the pupil’s attention before speakingThe use of additional time to allow for processing of information, formulating responses and completing tasksAdvanced planning and special arrangements for off site visitsSpecialist arrangements to be made for tests and examsEnsure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment**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 seenCheck for understanding through asking questions and observing responsesRepeat the contributions of other pupilsWrite homework on the board and give at the beginning of the lesson rather than the endAllow extra time for thinking, processing and formulating responseMake 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 sizeWork cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surfaceWhen 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 usedChange 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 glareAn orderly environment is most important. Be aware that hazards may not always be seen e.g. bags on the floorMake 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 areaHave a clear view of the board or demonstration areaCan reach equipment independentlyHave 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 roomsPlace to store books and equipment Leaving lessons early to avoid busy areas around schoolOpportunities to develop independence through management of the environment and support staffBuddy system. Differentiate tasks to reduce the amount of written working using: Cloze techniquesGrids/tablesA scribeAid access to ICT using strategies that may include: Altering the Windows environment to make access easierUsing alternative hardware e.g. rollerballUsing software to aid recording e.g. ClickerProvide additional equipment such as; Easy grip scissors, tools, pen, pencilsSloping writing wedgeNon slip matPresent work in a different format:Clear, non ‘busy’ worksheetsQuestions numbered to help with sequencing of taskReading/marker ‘window’Covering over part of a worksheet that is not being worked on to reduce distractionMake 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* | Fidget toyWeighted blanketWobble cushionTennis ball on chair leg | Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapistSpecialist assessment of pupil’s needsEnhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved. This may include:* *British Sign Language*
* *Makaton*
* *Sign Supported English*
* *Braille*
* *Mobility (Independent Travel)*
* *Independence Living skills*
* *Enhancing Social and emotional skills*
* *Additional ICT skills*
* *Specialist IT/Communication equipment*
* *Low Vision Aids*
* *FM Systems*

Loan of and training in the use of pupil specific, specialist equipment for staff and pupilsIn-school training for staff (pupil specific) |