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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 learning  Quality assessments that inform learning and provides a cognitive challenge  Context 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 learning  Awareness raising for staff, including CPD  Touch typing skills  Appropriate seating and work station  Encourage pupils to use aids, e.g. hearing aids, glasses  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  **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  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  Place to store books and equipment  Leaving lessons early to avoid busy areas around school  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* | Fidget toy  Weighted blanket  Wobble cushion  Tennis ball on chair leg | Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist  Specialist assessment of pupil’s needs  Enhanced 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 pupils  In-school training for staff (pupil specific) |