

Sensory & Physical

Universal

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
- 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
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available and copy is excellent quality
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision
- Always use 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 not good, as face is in shadow)
- 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
- Do not limit use of 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 focus introduction and conclusion
- Divide listening time into chunks
- Use visual symbols to support understanding
- Use subtitles where available and appropriate

Physical:

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- Teach sequencing skills

	<ul style="list-style-type: none"> • Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3, e.g. Put the date at the top of the page • Equipment clearly labelled and kept in same place in class • Teach pupil how to use planner, diary, lists to organise themselves as appropriate • Allow additional time to complete tasks • Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down' • Allow access to It for recording and the use laptops/tablets and teach keyboard skills (e.g. BBC 'Dance Mat' typing) • Ensure that chair is suitable to keep the pupil's knees in a right angle position and legs are not dangling
<p>Targeted (SEN Support)</p>	<p>Visual:</p> <ul style="list-style-type: none"> • Equipment and resources as recommended by IPaSS • Enlarged copies of texts – size determined by pupil and IPaSS or ophthalmologist • Access to audio books and associated equipment <p>Hearing:</p> <ul style="list-style-type: none"> • Equipment and resources as recommended by IPaSS or Audiologist • A language programme may support language development for a pupil with a hearing impairment by offering a quiet small group. <p>Physical:</p> <ul style="list-style-type: none"> • Equipment, resources and programmes as recommended by the occupational or physiotherapy services • 'Fine/Gross Motor Skills' small group intervention programme • Small group or 1:1 handwriting activities (additional to usual provided for class) e.g. 'Speed up' or the 'Teodorescu – Write from the Start' programmes • Support and teaching of keyboard skills • Use of voice processor and associated teaching (at least 80% accuracy) • Specialist assessment and advice regarding mobility and curriculum access from IPaSS/ Health professionals • Modified planning for PE/outdoor play curriculum • Physiotherapy/ Occupational Therapy exercise programme to be done in school weekly

Specialist

Visual:

- Setting staff make substantial adaptations to all curriculum delivery and materials to facilitate access and inclusion.
- Requires significant adaptation and modification to all printed materials in order to access the curriculum
- Use of specialist software or equipment to increase access to the curriculum.
- Habilitation skills may be taught by IPaSS Habilitation Officer, including cane skills
- Social / Life Skills teaching in small group/individual with specialist support

Specialist teaching of tactile learning

Hearing:

- Setting staff make substantial adaptations to all curriculum delivery/presentations and materials to facilitate access and inclusion.
- Any additional language support (including pre and post teaching of language) should be under the direction of the Qualified Teacher of the Deaf
- Ongoing reinforcement of language and associated concepts used in lessons (subject based or language based and be able to demonstrate understanding)
- Adult support for note taking, transcription of videos, noting key words, specific language.
- Delivery of specialist curricula for Deaf pupils by specialist IPaSS staff including Qualified Teacher of the Deaf, Specialist Teaching Assistant and Deaf Instructor
- Use of specialist hearing technology, including a radio aid system

Physical:

- Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support e.g., physiotherapy daily.
- Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g., break times.
- Support to address self-care / self-regulation needs and use modified equipment.
- Specific equipment and support for recording.
- Appropriately trained staff for support for moving and handling.
- Appropriately trained staff for support for use of communication aids.

Please see the Progressive Provision Level Descriptors for guidance at this stage.

