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Area of Need: Sensory and Physical provision

Quality First Teaching For All	Graduated Response: Additional and Different for some pupils
<p><i>Differentiation & General Support Strategies</i></p> <p>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- all staff included and sports coaches made aware of needs The use of additional time to allow for processing of information, formulating responses and completing tasks- simple one step instructions Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment</p>	<p><i>Short term/time related small group intervention</i> Small group work as appropriate</p> <p><i>Long term small group and individual interventions</i></p> <p>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.</p> <p>Currently, this includes: Mobility (Independent Travel) Enhancing Social and emotional skills Additional ICT skills</p>



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
Advanced planning and special arrangements for off site visits
Specialist arrangements to be made for tests and exams

Hearing impaired

To aid lip reading: stand still; does not stand in front of a window; keep instructions short; sit the pupil so that your full face is seen.

Allow extra time for thinking, processing and formulating response

Make sure you gain the pupils attention by first saying their name before giving instructions

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

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/ paper/ matt laminating pouches 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.

Specialist IT/Communication equipment

Low Vision Aids

Moving and handling training

Loan of and training in the use of pupil specific, specialist equipment for staff and pupils

In-school training for staff (pupil specific)



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.

*Items in **bold** are non-negotiable and must be done by all staff to support the child.

