



Sensory & Physical

Pupils needs <i>(assess)</i>	Intervention & targeted response <i>(plan/do)</i>	Expected outcomes <i>(review)</i>
<i>Communication</i>		
<ul style="list-style-type: none"> • Difficulty listening • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment • Difficulty with handwriting/fine motor control • Sensory processing needs • Gross motor skills and mobility • Auditory and visual perception • Functional skills 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Access to lip reading/subtitles on audio visual material • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support – spell checker • Developing note taking skills • Allow thinking time • Summarise key points at start and end of lesson • Disability awareness training • Pre-writing activities/warm up • Letter formation and fine motor skills activities • Grip development – pen grips • Development of visual learning environments 	<ul style="list-style-type: none"> Increased/equal access to the curriculum Improved speech discrimination Increased subject vocabulary Increase in understanding spoken language Increased retention of key instructions and information Improved access to learning, can predict / recount content of lesson Improved social inclusion Improved acoustics — reduced reverberations Reduced visual fatigue Ability to work independently Able to record information

From tiny acorns, mighty oaks grow



	<ul style="list-style-type: none"> • Pre-prepared work with date and other details populated, etc. • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Electronic copies of work • Visual aids and prompts • Subject vocabulary dictionary • Use of carpets and curtains to support acoustics • Vocabulary cards and cues • Clean whiteboards and good quality pens • Communication in Print • Sloping boards • Environmental audit by rehabilitation team • Use of blinds/curtains to block sunlight • Programmes such as; Wake up and Shake up • <input type="checkbox"/> Write from the Start • <input type="checkbox"/> Leap into Life • Range of pencils and grips • Brain Gym • Access to IT programmes and support tools • Processing and keyboard training 	
<p><i>Visual or auditory difficulty</i></p>		
<ul style="list-style-type: none"> • Difficulty listening at a distance of more than two metres from the speaker • Moderate visual impairment 	<p>#1 Quality Teaching</p> <ul style="list-style-type: none"> • Mentor support • TA to support revision of key skills and concepts • Use of Radio Aid (FM) system 	<p>Uses FM to aid better speech discrimination Improved levels of achievement Able to access learning and school environment Improved self-esteem and social / emotional development</p>

From tiny acorns, mighty oaks grow



	<ul style="list-style-type: none"> • Use of note taker (TA) — using IT, mind maps etc. Training — technical support • Modified resources (e.g. large print) Training and intervention from staff • ICT training to increase independent access • Laptop/board connection via team viewer • Social/life skills development • Personal laptop/ iPad <p>#3 Interventions</p> <ul style="list-style-type: none"> • Pupil support profile • Variable TA/mentor time • Curriculum reflects disability awareness • Teacher of the Deaf support • Radio Aid • Genie System • Large print books • Electronic books • Low vision aids • Exam modifications • Differentiated equipment across subjects • VI/Hi team support • Fun Fit intervention • Equipment to aid skills 	
<p><i>Hearing Loss</i></p>		
<ul style="list-style-type: none"> • Severe/profound hearing loss • Unable to listen, process information efficiently and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Individual or small group sessions • Variable TA support • Review of semantics and syntax of curriculum texts • Live speaker/translator 	<p>Increased confidence approaching new situations leading to better participation Able to access curriculum and make good or better progress Uses FM to aid better speech discrimination Improved levels of achievement</p>

From tiny acorns, mighty oaks grow



<ul style="list-style-type: none">• Social integration	<ul style="list-style-type: none">• Copies of scripts and subtitles• TA support to review language and notes• Adaptation of all materials <p>#3 Interventions</p> <ul style="list-style-type: none">• Mentor supporting social inclusion• Specialist training• Specialist teaching sessions• Personal/revised timetable• Timetabled tutorial• Teacher of the Deaf time• Specialist advice and support• VI/HI team time• Access to NDCS events	<p>Able to access learning and school environment</p> <p>Improved self-esteem and social / emotional development</p>
--	--	--