

## Pennyhill Primary School Provision Map 2021-2022

### **Wave 1 Inclusive quality first teaching for all.**

Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

#### Wave 1 examples:

- ★ Differentiated curriculum
- ★ Differentiated delivery e.g. simplified language, slower pace
- ★ Differentiated outcomes
- ★ Adapted visual aids, modelling
- ★ Use of writing frames etc.

### **Wave 2 Additional interventions to enable children to work at age-related expectations or above.**

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up)

#### Wave 2 examples:

- ★ In class LSA literacy and numeracy support
- ★ Small group – withdrawal – time limited
- ★ Spelling practice groups
- ★ Small group use of ICT programmes
- ★ Differentiated resources

### **Wave 3 Additional highly personalised interventions.**

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision,

#### Wave 3 examples:

- ★ Precision teaching for literacy / numeracy
- ★ Individual literacy, phonic programme
- ★ Lexia
- ★ Individual literacy and / or numeracy programme
- ★ Sandwell Early Numeracy programme
- ★ Additional planning and individual arrangements for transition
- ★ Individual arrangements for SATs



## Communication & Interaction

### Assessment:

- ★ Phonics Assessments
- ★ Observations
- ★ Specialist support and interventions e.g. Educational Psychologists (EPs), SENT-L, CCAT

### Useful Support:

- ★ Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
- ★ Universally Speaking- leaflet
- ★ The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
- ★ <http://www.ican.org.uk/>
- ★ <http://www.autism.org.uk/>
- ★ <https://www.thecommunicationtrust.org.uk/>
- ★ <http://www.smira.org.uk/>
- ★ <http://www.researchautism.net/>
- ★ <http://www.autismeducationtrust.org.uk/>
- ★ <http://www.afasic.org.uk/>
- ★ <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>
- ★ <https://stamma.org/>

## Communication and Interaction

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Difficulty knowing how to talk and listen to others in a conversation</li> <li>★ Difficulty making and maintaining friendships</li> <li>★ Anxiety in busy, unpredictable environments</li> <li>★ Difficulty coping in new or unfamiliar situations</li> <li>★ Inability to cope with unstructured social situations, including transitions</li> </ul>	<ul style="list-style-type: none"> <li>★ Say what you mean (explain double meanings, avoid sarcasm etc.)</li> <li>★ Preparation for change of activity or lesson</li> <li>★ Visual prompting and cues – timetable, instructions, demarcating areas</li> <li>★ Systematic organisation of independent learning tasks and activities</li> <li>★ Emotional literacy lessons in class</li> </ul>	<ul style="list-style-type: none"> <li>★ TEACCH approach</li> <li>★ Small social skills and/or friendship group with baseline assessment –</li> <li>★ Access to The Pit Stop</li> <li>★ Paired or 1:1 curriculum tasks with differentiated support</li> </ul>	<ul style="list-style-type: none"> <li>★ Individualised programme, including interventions supported by the SENCO/outside professionals</li> <li>★ Specialist Team involvement</li> <li>★ Intensive Interaction approaches</li> </ul>	<ul style="list-style-type: none"> <li>★ Reduced anxiety</li> <li>★ Improved capacity for independent learning</li> <li>★ Increase in social interactions</li> <li>★ Improved social relationships and friendships</li> <li>★ Independent access to the school day</li> <li>★ Enhanced ability to work in groups</li> </ul>

<ul style="list-style-type: none"> <li>★ Inability to use knowledge and skills functionally to generalise to various situations</li> <li>★ Difficulty predicting others and understanding their motives</li> <li>★ Inability to read the facial expressions of others</li> <li>★ Rigid thinking, including strong routines and rituals</li> <li>★ Difficulty understanding the rules of social interaction</li> <li>★ Difficulties in understanding rules of politeness and manners e.g. may speak to Headteacher like a friend</li> <li>★ Attention and conversation focused on own needs and interests</li> <li>★ Extreme reactions, rather than a measured response</li> <li>★ Problems with unwritten rules e.g. you don't talk in assembly</li> <li>★ Problems with subtle social rules e.g. those governing dating and sexual relationships</li> <li>★ Unable to cope with close proximity to others</li> <li>★ Physical outbursts if stressed,</li> <li>★ Echolalia, rather than meaningful language</li> <li>★ Lack of response inhibitions, e.g. can't wait, shouts out, runs off</li> <li>★ Literal understanding of language- struggles to understand sarcasm/humour/idiom/metaphor</li> <li>★ Physically challenging behaviour</li> <li>★ Unusual reactions to sensory stimuli</li> <li>★ Difficulties with independence skills, such as dressing, toileting, eating</li> <li>★ May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism</li> </ul>	<ul style="list-style-type: none"> <li>★ Clear rewards and sanctions – including motivators</li> <li>★ Visual Timetables</li> <li>★ Clear and specific learning objectives</li> <li>★ Pace and pitch altered to support learning needs</li> <li>★ Overt expectations made explicit</li> <li>★ Calm learning environment</li> <li>★ Prompt cards for group roles and conversation skills</li> <li>★ Regular mentor/trusted adult support, including adults or peers</li> <li>★ Teacher, LSA and peer support</li> <li>★ Training for all staff to understand challenging behaviour</li> <li>★ Structured play opportunities at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>★ Individual work station and individual visual timetable</li> <li>★ Specific interest clubs</li> <li>★ Comic Strip conversations and/or Social Stories</li> <li>★ Regular, short sensory breaks</li> <li>★ Visual prompt cards e.g. turn taking or stay on topic</li> <li>★ Feelings check in</li> <li>★ Inprint 3 symbols to provide for understand</li> </ul>	<ul style="list-style-type: none"> <li>★ Clearer focus of attention</li> <li>★ More appropriate behaviour</li> <li>★ Pupil can calmly and independently move around the school at key changeover times</li> <li>★ Reduction in distressed behaviours</li> <li>★ Skills learned in social group applied to school situations</li> <li>★ Greater participation at playtime with less adult intervention</li> <li>★ Able to access the mainstream curriculum with support</li> <li>★ Reduced frustration</li> <li>★ Improved mental health</li> </ul>
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## Speech

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Speech that is sometimes difficult to understand</li> <li>★ Decoding often poor in literacy</li> <li>★ Speech difficulties are impeding literacy development</li> <li>★ Speech may be incomprehensible to an unknown adult or peer</li> <li>★ Specific difficulties in hearing or perceiving speech, particularly in distracting environments</li> <li>★ Speech difficulties have a significant impact on literacy</li> <li>★ Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs</li> </ul>	<ul style="list-style-type: none"> <li>★ Provision of a quiet workstation</li> <li>★ Application of specific speech targets during the day in a quiet environment</li> <li>★ Attention and listening activities</li> <li>★ Oral blending and segmentation linked to reading and spelling</li> <li>★ Consistent support from teacher and LSA to reinforce speech sounds throughout the day</li> <li>★ Total communication training for staff</li> <li>★ Support to develop peer relationships and participate in group work when intelligibility is a problem</li> <li>★ Phonics programme with strong phonological awareness component</li> <li>★ Additional Phonics –Little Wandle Letters and Sounds</li> <li>★ Good listening prompts</li> <li>★ Inprint 3 symbols</li> </ul>	<ul style="list-style-type: none"> <li>★ Targeted speech group</li> <li>★ Specific phonemic awareness programme linked to letters</li> <li>★ Segmentation activities linked to topic and functional vocabulary</li> <li>★ Speech cueing system, if advised by S&amp;LT, e.g. Talk tins</li> <li>★ Phonological awareness activities linked to speech production</li> <li>★ Communicate in print vocabulary cards</li> <li>★ Making &amp; breaking word activities</li> </ul>	<ul style="list-style-type: none"> <li>★ Advice from Speech &amp; Language Therapy, Educational Psychologists (EPs), SENT-L, CCAT</li> <li>★ Specific speech interventions as prescribed by Speech and Language Therapist</li> <li>★ Total communication approach including Makaton signs, symbols and gestures to communicate needs</li> <li>★ Individual programme, provided by S&amp;LT</li> <li>★ Makaton training for adult</li> </ul>	<ul style="list-style-type: none"> <li>★ Correct pronunciation of sounds in some situations</li> <li>★ Segmentation of spoken words</li> <li>★ Improved production of speech sounds (these still need to be applied throughout the day)</li> <li>★ Some segmentation of vocabulary – syllables, rhyme, phonemes</li> <li>★ Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level</li> </ul>

## Language

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Difficulty when <i>saying</i> words or sentences</li> <li>★ Difficulty <i>understanding</i> words or sentences</li> <li>★ Difficulty following/processing instructions</li> <li>★ Short attention span</li> <li>★ Comprehension and/or decoding affected in literacy</li> <li>★ Considerable difficulties with receptive and/or expressive vocabulary</li> <li>★ Short and inaccurate sentences – oral and written</li> <li>★ Considerable difficulty understanding words, sentences and instructions</li> <li>★ Severe difficulties with receptive and expressive vocabulary</li> <li>★ May speak and understand at a single word or phrase level</li> <li>★ Difficulty in formulating a spoken sentence</li> <li>★ Severe difficulty understanding words, sentences and instructions</li> </ul>	<ul style="list-style-type: none"> <li>★ Ensure you have the pupil's attention before giving an instruction</li> <li>★ Clear and simple explanations</li> <li>★ Chunking instructions (remember cognitive overload)</li> <li>★ Extra time to process what has been said</li> <li>★ Check understanding of classwork and homework tasks</li> <li>★ Model correct sentence usage</li> <li>★ Visual support across the curriculum</li> <li>★ Broad range of sentence activities, e.g. description, news telling</li> <li>★ Talk partner opportunities</li> <li>★ Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way</li> <li>★ Guided reading for decoding and comprehension, especially inference</li> </ul>	<ul style="list-style-type: none"> <li>★ Vocabulary teaching with phonological/semantic cues</li> <li>★ Use of information carrying words when giving instructions</li> <li>★ Targeted comprehension group</li> <li>★ Mind maps for vocabulary to link concepts</li> <li>★ Non-literal language, idioms, jokes etc.</li> <li>★ WELLCOMM</li> </ul>	<ul style="list-style-type: none"> <li>★ Individualised SALT programme</li> <li>★ Use of Makaton</li> <li>★ Individual vocabulary workbook</li> <li>★</li> </ul>	<ul style="list-style-type: none"> <li>★ More contributions to class and group discussions</li> <li>★ Expanded oral and written sentences</li> <li>★ Increased confidence</li> <li>★ Improved listening and attention</li> <li>★ Increase in confidence and self esteem</li> <li>★ Quicker processing of language</li> <li>★ Better understanding of lesson content leading to better progress</li> <li>★ Enhanced reading comprehension</li> <li>★ Correct usage of grammar, e.g. plurals and tenses</li> <li>★ Shift from spoken phrases to sentences</li> <li>★ Wider vocabulary, including core, extended &amp; subject words</li> <li>★ Improved factual understanding and/or inference</li> <li>★ Ability to follow longer instructions</li> <li>★ Improved words and sentences</li> <li>★ Improved communication</li> <li>★ Improved comprehension of basic language, instructions and expectations</li> <li>★ Improved curriculum access</li> </ul>

## Cognition and Learning

### Assessment:

- ★ Observations and AfL
- ★ Learning difficulties Screening- Inclusion support
- ★ Standardised reading and spelling assessments
- ★ SATs
- ★ Reading Age
- ★ Spelling Age
- ★ Visual perception tests (overlays)

### Useful Links:

<http://www.bdadyslexia.org.uk/>  
<http://www.thedyslexia-spldtrust.org.uk/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Low levels of attainment</li> <li>★ Phonological and short-term memory difficulties</li> <li>★ Difficulty acquiring new skills (particularly in literacy and numeracy)</li> <li>★ Difficulty in dealing with abstract ideas</li> <li>★ Some speech and language difficulties e.g. generalising information, understanding abstract language</li> <li>★ Some difficulties with fine or gross motor skills</li> <li>★ Some signs of frustration and/or aggressive behaviours</li> <li>★ Difficulties involving specific skills such as sequencing, ordering, word finding</li> <li>★ Difficulty forming concepts particularly when information is more abstract</li> <li>★ Limited skills in verbal exchanges</li> <li>★ Avoidance strategies</li> <li>★ Low self-confidence/esteem</li> </ul>	<ul style="list-style-type: none"> <li>★ Pupil's name and eye contact established before giving instructions (unless autism is present/suspected)</li> <li>★ Clear and simple instructions, breaking down longer instructions and giving one at a time</li> <li>★ Clarify, display and refer back to new/difficult vocabulary</li> <li>★ Pre-teach vocabulary and key concepts</li> <li>★ Check for understanding</li> <li>★ Consistent use of positive language</li> <li>★ Jot down key points/instructions</li> <li>★ Give time before response is needed</li> <li>★ Visual cues and prompts</li> <li>★ Visual timetable</li> <li>★ Collaborative working opportunities</li> <li>★ Key vocabulary displayed/available</li> <li>★ Time given for processing</li> <li>★ Consistent use of terms</li> <li>★ Repetition and reinforcement of skills including worked examples</li> </ul>	<ul style="list-style-type: none"> <li>★ Targeted/structured literacy and numeracy programmes</li> <li>★ Computer intervention programmes</li> <li>★ Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording</li> <li>★ Teach note taking and shorthand ways of recording information e.g. use of bullet points</li> <li>★ Teaching memory strategies</li> <li>★ Additional time for key curriculum areas</li> <li>★ Access arrangements for tests and exams</li> <li>★ Lexia (evidence based intervention)</li> </ul>	<ul style="list-style-type: none"> <li>★ Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics – Little Wandle</li> <li>★ Use of specialist programmes to make resources e.g. Communicate in Print- Inprint 3</li> <li>★ Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS (EPs), SENTASS</li> <li>★ Working memory resources eg Kim's Game</li> </ul>	<ul style="list-style-type: none"> <li>★ Increased access to the curriculum</li> <li>★ Increased retention of key instructions and information</li> <li>★ Improved access to learning</li> <li>★ Improved engagement and desire to learn/motivation</li> <li>★ Increase range of secure concepts</li> <li>★ Able to apply strategies of what to do when unsure or unclear about learning</li> <li>★ Able to predict/recount content of lesson</li> <li>★ Ability to work independently</li> <li>★ Able to record information in a variety of ways</li> <li>★ Increase in confidence and self esteem</li> <li>★ Reduction in anxiety</li> <li>★ Decrease in number of frustrated and/or aggressive behaviours</li> </ul>

★ Episodes of dis-engagement	<ul style="list-style-type: none"> <li>★ Tasks simplified or extended</li> <li>★ Visually supportive learning environments e.g. working walls, word mats</li> <li>★ Involve the pupil in discussions about how they learn and approach tasks</li> <li>★ Flexible grouping</li> <li>★ Writing frames</li> <li>★ Vocabulary Cards</li> <li>★ Clear rewards and sanction systems</li> <li>★ Peer support</li> <li>★ Individual whiteboards for drafting</li> <li>★ Modified resources</li> </ul>	<ul style="list-style-type: none"> <li>★ Coloured resources e.g. paper, overlays for reading</li> <li>★ Reading rulers and Number lines</li> <li>★ Numicon</li> <li>★ Alternatives to copy writing</li> <li>★ Music to aid concentration and focus</li> <li>★ Mind mapping to link concepts</li> <li>★ Short sensory breaks</li> <li>★ High Level of LSA support</li> <li>★ Talk tins</li> <li>★ Practical maths equipment</li> </ul>		<ul style="list-style-type: none"> <li>★ Improved listening and attention</li> <li>★ Increased self-confidence and self-esteem</li> <li>★ Improved social inclusion</li> <li>★ Positive response from pupil voice</li> <li>★ Improved attainment</li> </ul>
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## Social and Emotional Mental Health

### Assessment:

- ★ Strengths and Difficulties Questionnaire
- ★ Boxall Profile – Inclusion support
- ★ SEMH tracker - school
- ★ SEMH resources within Section 2 of SENCO Guide 2017
- ★ Specialist support, advice and interventions e.g. Educational Psychologists (EPs), SEMH Advisory Teacher

### Links:

- ★ <http://www.challengingbehaviour.org.uk/>
- ★ <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>
- ★ <https://www.additudemag.com/>
- ★ Books to support challenging life experiences e.g. bereavement
- ★ Support and guidance from CAMHS (Child and Adolescent Mental Health Service) and Educational Psychologist
- ★ Support with SEMH needs with SEMH Advisory Teacher
- ★ Access to support for social, interaction and communication difficulties.

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Experiencing difficulty in remaining on task, inattentive</li> <li>★ Inability to follow instructions and routines</li> <li>★ Presenting as significantly unhappy anxious or stressed</li> <li>★ Seeking frequent adult support/attention</li> <li>★ Frequent low-level disruptions</li> <li>★ Failure to make the progress anticipated across many areas of the curriculum</li> <li>★ Showing signs of frustration and early indications of disaffection or disillusion</li> <li>★ Difficulty in making and maintaining healthy relationships with peers</li> <li>★ Presenting as withdrawn or tearful</li> <li>★ Poor or sporadic attendance</li> <li>★ Vulnerable to bullying, manipulation or exploitation</li> </ul>	<ul style="list-style-type: none"> <li>★ Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum</li> <li>★ Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments)</li> <li>★ New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour</li> <li>★ Assessments and monitoring of learning and social emotional wellbeing and associated behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>★ Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect</li> <li>★ Access to calm room – The Pit Stop</li> <li>★ Inclusion support</li> <li>★ Lego Group</li> <li>★ Social Skills group</li> <li>★ Social stories</li> <li>★ Now and Next choices to engage and motivate</li> <li>★ LSAs and Learning Mentor to support the group/individual</li> <li>★ Emphasis on social emotional engagement, safety and learning</li> </ul>	<ul style="list-style-type: none"> <li>★ SENCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD</li> <li>★ Pastoral Support Plan for children who are at risk of disaffection and exclusion</li> <li>★ Enhanced personalised provision e.g. social and health education programmes</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole school practice that is positive and restorative and aids resolution of conflict peacefully</li> <li>★ Improved staff confidence in managing behaviour that challenges</li> <li>★ A sense of belonging</li> <li>★ Pupils that feel safe in school</li> <li>★ Reduced risk-taking behaviour</li> <li>★ Confident and resilient learners</li> <li>★ Emotionally aware pupils who can self-regulate</li> <li>★ Pupils with a positive perception of self</li> <li>★ Positive engagement and participation in learning</li> <li>★ Increased levels of independence within pupils</li> <li>★ Improved concentration and attention</li> </ul>

<ul style="list-style-type: none"> <li>★ Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks</li> <li>★ Engage in bullying type behaviours</li> <li>★ Uncooperative or defiant</li> <li>★ Demonstrations of behaviour that challenges</li> <li>★ Placing self or others at risk of harm</li> <li>★ Frequent exclusions</li> <li>★ Mental health difficulties ( mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self - harm)</li> <li>★ Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)</li> </ul>	<ul style="list-style-type: none"> <li>★ Differentiated and additional learning activities to engage and motivate</li> <li>★ Flexible and creative use of rewards and consequences e.g. Team Points</li> <li>★ Identify and build on preferred learning styles</li> <li>★ Positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>★ Environmental adaptation e.g. social seating and proximity to teacher</li> <li>★ Time out systems within the classroom</li> <li>★ Increased structure, routine and guidance</li> <li>★ Reward chart/system</li> <li>★ SMART targets linked to need</li> <li>★ Pupil and parent involvement</li> <li>★ A range of differentiated opportunities for social and emotional development e.g. circle time</li> <li>★ Reinforcement of expectations through visual prompts and role modelling good behaviour</li> <li>★ constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>★ Small group intervention</li> <li>★ Transition information gathered about triggers etc.</li> <li>★ Consistent calming strategies, including for example, use of 'thinking time' Team Teach strategies</li> <li>★ Identify, highlight, understand and build on areas of progress about SEMH</li> <li>★</li> </ul>	<ul style="list-style-type: none"> <li>★ Personalised programmes for managing and controlling emotions and the resulting behaviour</li> <li>★ Interventions such as art/play therapeutic approaches</li> <li>★ Advice and guidance from outside agencies</li> <li>★ Highly personalised curriculum and/or work experience placements and commission off-site alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>★ Positive social interaction and relationships with others resulting in improved friendships and relationships</li> <li>★ Able to work collaboratively and independently</li> <li>★ Self-aware reflective learners</li> <li>★ High aspirations of self and can-do attitude to achieving goals</li> <li>★ Reduction in feelings of anxiety, fear, anger</li> <li>★ Risk assessments and care plans that are co-produced with parents and the child.</li> <li>★ Clear emergency procedures and care plans shared with staff, parents and pupil</li> <li>★ Able to identify emotions that are both comfortable and uncomfortable</li> <li>★ Better able to manage uncomfortable feelings such as anger</li> <li>★ Good attendance</li> <li>★ Positive educational and social outcomes</li> <li>★ Accelerated progress and good levels of attainment</li> <li>★ Improved emotional and mental health</li> <li>★ Decrease in incidents of high level challenging behaviour leading to more participation</li> </ul>
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## Sensory & Physical

### Assessment:

- ★ Occupational Therapy Assessment
- ★ Fine and Gross Motor Assessment

### Links:

- ★ <https://www.batod.org.uk>
- ★ <http://www.councilfordisabledchildren.org.uk/>
- ★ <https://www.nofas.org/>
- ★ <http://www.ndcs.org.uk/>
- ★ <https://www.natsip.org.uk/>
- ★ <http://www.pdnet.org.uk/>
- ★ <http://www.Rnib.org.uk>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Hearing loss – severe, moderate or mild</li> <li>★ Missing or mishearing spoken information</li> <li>★ Attention, concentration, listening and speech development affected</li> <li>★ Expressive and receptive skills</li> <li>★ Difficulty retaining information</li> <li>★ Poor phonological awareness</li> <li>★ Processing of unknown language takes longer</li> <li>★ Fluctuating hearing loss</li> <li>★ Difficulty with new social situations</li> <li>★ Impaired auditory perception</li> <li>★ Difficulty listening at a distance of more than two metres from the speaker</li> <li>★ Listening/lip-reading fatigue</li> <li>★ Inability to hear in poor acoustic environment</li> <li>★ Visual impairment/loss of visual field – severe, moderate or mild</li> <li>★ Reduced visual impairment</li> </ul>	<ul style="list-style-type: none"> <li>★ Close liaison with parents and carers</li> <li>★ Access to visual clues</li> <li>★ Subtitles on audio visual material</li> <li>★ Modified resources e.g. simplified text/language</li> <li>★ Systems in place to support individuals with mobility needs for fire alarms</li> <li>★ Modified resources (e.g. large print)</li> <li>★ Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board</li> <li>★ Differentiated curriculum</li> <li>★ Preferential seating and position of teacher</li> <li>★ Uncluttered and well organised learning environment with good lighting</li> <li>★ Choice making opportunities</li> <li>★ Spelling support</li> </ul>	<ul style="list-style-type: none"> <li>★ Funky Fingers/Dough</li> <li>★ Disco - letter formation and fine motor skills activities</li> <li>★ Referral to occupational therapist when needed</li> <li>★ When needed, subject specific advice from Teacher of the Deaf or Visually Impaired</li> <li>★ Use of note taker (LSA) – using IT, mind maps etc.</li> <li>★ Staff to follow medical needs plans</li> <li>★ Specialist provision of physical exercises if necessary</li> </ul>	<ul style="list-style-type: none"> <li>★ Specialist support and interventions e.g. Educational Psychologists (EPs), SENT-L, HI, VI</li> <li>★ Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist,</li> <li>★ Close liaison with Audiologist, ENT Consultant, Ophthalmologist</li> <li>★ Speech discrimination</li> </ul>	<ul style="list-style-type: none"> <li>★ Timely referral and intervention</li> <li>★ Increased/equal access to the curriculum</li> <li>★ Improved speech discrimination</li> <li>★ Increased subject vocabulary</li> <li>★ Increase in understanding spoken language</li> <li>★ Increased retention of key instructions and information</li> <li>★ Improved access to learning, can predict / recount content of lesson</li> <li>★ Improved social inclusion</li> <li>★ Reduced visual fatigue</li> <li>★ Ability to work independently</li> <li>★ Able to record information</li> <li>★ Uses FM to aid better speech discrimination</li> </ul>

<ul style="list-style-type: none"> <li>★ Difficulty with handwriting/fine motor control</li> <li>★ Sensory processing needs</li> <li>★ Gross motor skills and mobility</li> <li>★ Difficulty moving around school</li> <li>★ Managing own physical needs independently</li> <li>★ Misinterpretation of social cues</li> <li>★ Visual fatigue</li> <li>★ Colour perception difficulties</li> <li>★ Accessing standard classroom equipment</li> <li>★ Auditory and visual perception difficulties</li> <li>★ Functional language difficulty</li> <li>★ Risk of isolation</li> <li>★ Ability to respond to smoke/fire alarms</li> </ul>	<ul style="list-style-type: none"> <li>★ Allow thinking time</li> <li>★ Summarise key points at start and end of lesson</li> <li>★ Pre-writing activities/warm up</li> <li>★ Development of visual learning environments</li> <li>★ ICT training to increase independent access</li> <li>★ Social/life skills development</li> <li>★ Pupil support profile</li> <li>★ Variable LSA/mentor time</li> <li>★ Curriculum reflects disability awareness</li> <li>★ Exam access arrangements e.g. practical assistance, additional time, modified &amp; enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers</li> </ul>	<ul style="list-style-type: none"> <li>★ Access to specific resources which aid learning – Hearing Aids, Sound Loop.</li> </ul>	<p>assessment by Teacher of the Deaf</p> <ul style="list-style-type: none"> <li>★ Communication and language assessment by Teacher of the Deaf</li> <li>★ Training – technical support</li> <li>★ Training and intervention from specialists</li> </ul>	<ul style="list-style-type: none"> <li>★ Improved levels of achievement</li> <li>★ Able to access learning and school environment</li> <li>★ Improved self-esteem and social / emotional development</li> <li>★ Increased confidence approaching new situations leading to better participation</li> <li>★ Increased confidence and understanding of diagnosis, implications and strategies</li> </ul>
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