

Sensory and Physical Needs

Sensory and Physical Needs:	<p>Hearing Impairment</p>	<p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of school and class assessments Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class teacher <p>Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class teacher <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Additional support if needs change on request from school <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments May require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Opportunities for 1:1 and small group work</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Annual electroacoustic hearing aid checks Monitoring visit to speak to pupil/SENCO Issue radio aid Monitor radio aid use Up to 6 visits per year from TOD/PIM Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum Possible differentiation by presentation and/or outcome <p>Opportunities for explanation, clarification and reinforcement of lesson content and</p>
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			language Specific interventions for speaking, listening and teaching of phonics
Visual Impairment	<p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. Eg.oral descriptions of visual materials</p>	<p>Assessment and Planning Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Curriculum & Teaching Methods Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.</p>

Working Together

	<p>Multi-Sensory Impairment</p>	<p>Assessment and Planning School staff aware that pupil may be experiencing learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Assessment and Planning School staff aware that pupil may be experiencing learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods</p> <p>Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. School staff make basic adaptations to curriculum delivery and materials to facilitate access for a pupil.</p>	<p>Assessment and planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Visual and hearing assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development • Curriculum plan closely tracks levels of achievement • IEP targets are individual, short term and specific • IEP targets jointly formulated and monitored with QTMSI <p>Grouping for teaching Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery • Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI • Frequent visits from QTMSI • Input from mobility/rehabilitation officer • Input from other educational and non-educational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion
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Working Together

<p>Physical Difficulties</p> <p>All areas of school are accessible to pupils with physical difficulties.</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. Regular review of personal educational plan Pre referral advice from the teaching support service Complete a risk assessment <p>Planning</p> <ul style="list-style-type: none"> Settings curriculum plans including individual/group targets. Parents/carers involved regularly and support targets at home. <p>Child involved in setting and monitoring their targets.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. <p>Circle time activities to help build self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting assessment and relevant skills practice Dressing and undressing skills programme. Access to gross motor skills assessment. <p>May need access to basic equipment such as pencil grips, stubby handled paint brush.</p> <p>Resources</p> <p>Main support from foundation stage practitioners, class teacher with support from SENCO.</p>	<p>Assessment</p> <ul style="list-style-type: none"> As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum planning in addition to closely focussed and monitored targets . <p>Grouping for teaching</p> <ul style="list-style-type: none"> Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. Buddy system <p>Circle time activities to help boost self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed Input from additional adult to provide targeted support under the direction of teacher. Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time 	<p>Assessment</p> <ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. May need specialist seating May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> Curriculum planning now closely linked to IEP targets. <p>Modified PE/outdoor play curriculum is likely to be needed.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream classroom setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. Nurture group input may be necessary to help with low self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Programme to support pre handwriting and handwriting skills. Differentiated writing materials and equipment. Differentiation to PE curriculum. Dressing and undressing skills programme. ICT equipment to aid recording. <p>Will need specialist seating and or furniture or equipment.</p> <p>Resource</p> <ul style="list-style-type: none"> Flexible use of classroom support to access curriculum and develop skills in recording. <p>Training and advice from specialist support service for teaching and support staff.</p>
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