**Wave One - Quality First Teaching**

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| Pupil Name |  |  Class Teacher |  |
| Start Date |  | Review Date |  | Year Group |  |

**Areas of Need**

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| **Cognition and Learning**Difficulties with:* remembering or following instructions or routine
* organisation and planning
* settling to tasks promptly
* short attention span
* learning basics such as letters and sounds
* misreading letter, numbers or symbols
* reverse or transpose letters or numbers
* unusual spelling
* difficulty with words that look similar
* omitting words or lines when reading
* learning vocabulary
* applying the basic mathematical functions or grasping concepts, rules and sequences
* conceptualising time
* attention to detail and careless mistakes
 | **Communication and Interaction**Difficulties with:* responding when spoken to directly
* poor eye contact
* awareness of others’ personal space
* playing with others, prefers playing alone or spend time alone
* initiating or maintaining conversation
* shyness
* recognising social cues
* appropriate facial expressions
* repeating words or phrases without understanding
* monotone speech
* using language to communicate
* clear use of speech and language
* understanding abstract meaning and idioms
* excessive talking
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| **Social Emotional and Mental Health**Difficulties with:* waiting or frequently interrupts
* focusing for an appropriate period of time
* often fiddling or fidgeting
* tactless, sometimes socially inappropriate
* overly tactile
* getting over excited
* daydreams
* awareness of danger
* awareness of others’ feelings
* a need to have specific routine or rituals
* changes of routine
* obsessive behaviours or repetitive behaviours
* frequently complains of illness
* avoiding social situations
* low self-esteem
* reluctance to come to school
* redo tasks with a need to be perfect
* shortness of breath, lightheaded or pounding heart
 | **Sensory and/or Physical**Difficulties with:* clumsiness
* lateness to walk or talk
* poor posture
* left, right and directions
* fine or gross motor skills
* awkward movement
* balance
* appropriate pressure when writing
* listening or hearing
* vision
* frequent headache
* handwriting and letter formation
* poor pencil grip and control
* sustained writing
* repetitive movements or gestures
* unusually sensitive to light, sound, touch or smell
* inappropriate self-stimulating
* limited food choices
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**Classroom strategies in place**

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| **Social Emotional and Mental Health**Whole school and class reward systemWhole school/class rulesWhole school policy for behaviourCircle time as part of citizenshipBuddy systemPeer group supportSubject and tutor report cardsABC chartsBehaviour questionnaireWrite checklists on the board | **Communication and Interaction**Flexible teaching arrangementsStructured school and class routinesDifferentiated curriculum deliveryIncreased visual aidsVisual timetablesUse of symbols/sign supportSimplified language/ key wordsModelling of language usedSpelling/ word mats/ listsSmall white board for individual useRepeat important information slowly and clearlyAdobe Reader- read out loudAvoid idioms and sarcasmChunking information |
| **Cognition and Learning**Differentiated curriculumDifferentiated delivery/teaching styles VAKVisual timetablesIllustrated dictionariesUse of writing framesICT – tablet devices/voice recordersPeer mentoringReading rulersUse of writing framesShow my HomeworkIncreased visual aids / modelling Interactive displaysHigh quality questioningHigh quality texts and resourcesSeating arrangementsMinimise copying from boardProvide handoutsUse of colour and highlightersKey word listsChunk information | **Sensory and/or Physical**Flexible teaching arrangementsTeacher awareness of S&P ImpairmentWorkstation spacesPencil/ pen gripsAccessible ICT use (e.g. use of personal laptop in class)Seating arrangement Time to complete tasksConsistent talking paceTeacher to face pupil when talkingLarge-font resourcesAdobe Reader- Read out loudConsider lighting in roomConsider background noiseClearly organised classroomRepeat instructions slowly and clearlyUse of visual cuesFidget toys (age appropriate) |

**Check list with parents:**

Is there any family history?

When did they last have their sight and hearing tested?

Where there any delayed early milestones?

Are any of the above behaviours seen at home?