**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 |
| **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 |

**Classroom strategies in place**

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| **Social Emotional and Mental Health**  Whole school and class reward system  Whole school/class rules  Whole school policy for behaviour  Circle time as part of citizenship  Buddy system  Peer group support  Subject and tutor report cards  ABC charts  Behaviour questionnaire  Write checklists on the board | **Communication and Interaction**  Flexible teaching arrangements  Structured school and class routines  Differentiated curriculum delivery  Increased visual aids  Visual timetables  Use of symbols/sign support  Simplified language/ key words  Modelling of language used  Spelling/ word mats/ lists  Small white board for individual use  Repeat important information slowly and clearly  Adobe Reader- read out loud  Avoid idioms and sarcasm  Chunking information |
| **Cognition and Learning**  Differentiated curriculum  Differentiated delivery/teaching styles VAK  Visual timetables  Illustrated dictionaries  Use of writing frames  ICT – tablet devices/voice recorders  Peer mentoring  Reading rulers  Use of writing frames  Show my Homework  Increased visual aids / modelling  Interactive displays  High quality questioning  High quality texts and resources  Seating arrangements  Minimise copying from board  Provide handouts  Use of colour and highlighters  Key word lists  Chunk information | **Sensory and/or Physical**  Flexible teaching arrangements  Teacher awareness of S&P Impairment  Workstation spaces  Pencil/ pen grips  Accessible ICT use (e.g. use of personal laptop in class)  Seating arrangement  Time to complete tasks  Consistent talking pace  Teacher to face pupil when talking  Large-font resources  Adobe Reader- Read out loud  Consider lighting in room  Consider background noise  Clearly organised classroom  Repeat instructions slowly and clearly  Use of visual cues  Fidget 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?