

**Universal Provision Checklist:** **Sensory Needs**

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at a universal level

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| **Visual Impairment** |  |
| Are pupils seated in the optimum position to be able to learn, for example see the board and focus on the lesson? |  |
| Are pupils seated at the front of the class with their back to the windows? |  |
| Do staff present work in a large bold format which is simple and uncluttered – good contrast? |  |
| Do staff say the pupils’ names before talking to them? Do staff remember that pupils with VI are unlikely to follow non-verbal communication |  |
| Are pupils given extra time to complete tasks and ‘downtime’ to reduce the effects of visual fatigue? |  |
| Do staff regularly check understanding by eliciting information, rather than yes/no responses or repetition of information? Do staff realise 80% of learning is visual and so they can’t assume that pupils with VI have all the concepts in place? |  |
| Is background noise kept to a minimum? |  |
| Is the classroom and learning environment organised? |  |
| Does the classroom have appropriate lighting? |  |
| Do staff ensure that there is minimum glare in the IWB by turning off overhead lighting, pulling blinds or changing the background colour on the board? |  |
| Are pupils given large print resources which have good quality print and/or photocopying? |  |
| Is the pupil fully included in break and lunchtime activities? |  |
| Is the pupil included in all areas of the curriculum? |  |
| Does the pupil have the opportunity to work with peers? For example not always working with an adult |  |
| Do staff anticipate the pupil’s differing needs in advance of learning opportunities and/or homework? |  |

For further specific resources and guidance please refer to the **SENCO Guide**

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| **Hearing impairment** |  |
| Are staff aware of the pupil has hearing aids and do they know when they are not working? |  |
| Is the background noise reduced to improve the acoustic environment? |  |
| Are pupils positioned so that they can access lip-reading or subtitles on audio-visual material? Or given a written summary of the lesson? |  |
| Are pupils given preferential seating and position in terms of access to the board and teacher? |  |
| Is the classroom and learning environment organised with minimal distractions? |  |
| Is the pupil fully included in break and lunchtime activities? |  |
| Is the pupil included in all areas of the curriculum? |  |
| Does the pupil have opportunities to develop note-taking skills/touch typing skills, if appropriate? |  |
| Does the pupil have access to a key worker (for note-taking) or notes provided before the lesson? |  |
| Do staff display key vocab for the lesson/topic? |  |
| Are staff providing a live speaker for MfL and other taped activities/audio lessons? |  |
| Are staff providing appropriate access arrangements for tests and exams? |  |
| Do staff provide differentiation of work activities using plain English? |  |
| Are staff turning off overhead projectors when not in use? |  |
| Are staff identifying the pupil’s contributions to lessons and repeating these? |  |
| Are staff standing still when teaching, facing the PUPIL and not the board? |  |
| Are staff using a visual approach to phonics? |  |
| Are pupils in a quiet environment for group work? |  |
| Are pupils allowed to position themselves correctly in lessons? |  |
| Do pupils have opportunities to meet and socialise with deaf peers to develop a positive deaf identity? |  |
| Are staff providing a visual approach to reading? |  |
| Do staff anticipate PUPILs differing access needs in advance of learning opportunities and/or homework? |  |
| **Multi-sensory impairment** |  |
| Have the above strategies and provisions for VI and HI been considered? |  |
| Is the pupil able to communicate their needs, wants and ideas? |  |
| Has the impact of the combined sensory loss been taken into account? |  |
| Has a coordinated approach been implemented to meet the pupil’s needs? |  |

The SEND Code of Practice  (2015) states that where a pupil does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions.

 If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to [Targeted Provision](#TargetGreen)

For further specific resources and guidance please refer to the SENCO Guide