

Inclusive High Quality First Teaching

Supporting children with SEND



“One of the most impactful experiences for learners with SEND (special educational needs and/or disabilities) is to have access to high quality, inclusive teaching. A significant proportion of the needs that teachers encounter in the mainstream classroom can be met through High Quality Teaching. This means removing barriers to learning, getting to know and understand individual learners, and ultimately bringing the graduated approach to life.” **Annamarie Hassell MBE Chief Executive Officer for nasen.**

This document has been written using information from Nottinghamshire County Council's Inclusive Quality First Teaching document, Whole School SEND Teacher Handbook: SEND, section 7 and my own professional knowledge.

The high quality teaching strategies identified in this document will benefit all learners in a cohort. But have been categorised into different areas of need to support professionals looking for strategies to ensure maximum support for all learners in their classroom.

Document created by Leanne Thurman (January 2023)

Teachers should *'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them'*. **Teachers Standards**

When we use the phrase 'Quality First Teaching', we refer to key principles that underpin best practice, the principles of inclusive pedagogy. Inclusive pedagogy is an approach to whole-class teaching that is accessible to all learners. It should enable learners to keep up, feel included, progress and be successful. This approach should foster an open-ended view of each individual's potential to learn and recognises the difference between individuals as a given and a strength. It challenges deterministic approaches that exclude certain learners from a positive classroom experience because of adverse labelling by ability, or by diagnosis. **Whole School SEND Teacher Handbook: SEND**

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Person Centred Approach – know the children you work with



- It's not about what the child can't do but what they can.
- Start with what excites and motivates your young person..
- What unique gifts and talents do they have?
- What additional skills, experience or knowledge may they need?
- What support may they need - how may they get it?

Quality First Teaching Strategies for **Autistic** children
(Communication and Interaction)

Information about Autistic Spectrum Condition (ASC)

Autism is a lifelong neurodevelopmental condition that affects how people perceive, communicate and interact with the world. Autism is referred to as a spectrum because while there are similar core areas affected, each child or person diagnosed will experience them differently. The term 'ASC' is a medical diagnosis. The diagnostic process usually involves a multi-disciplinary diagnostic team which often includes a psychologist, speech and language therapist, paediatrician or psychiatrist. There needs to be evidence of differences in certain core areas of development compared with that of a 'typical' child or young person for a diagnosis of autism to be given. This evidence should indicate that everyday life is affected by these differences in an ongoing manner. These core areas are: 1. Social communication and interaction 2. Restricted and repetitive patterns of behaviour, interests or activities and 3. Sensory perception and responses.

Sensory:

- ☐ Reduce and eliminate busy environments (displays, cluttered surfaces, distractions)
- ☐ Seating plan – pupil voice opportunity (involve the learner in this)
- ☐ Own workspace, seat, carpet place
- ☐ Sensory resources available (calm box, fiddle toys, weighted blanket, wobble cushion, chewable jewellery) – pupil voice opportunity (involved the learner in this). Resources given should only be given with clear rules and expectations
- ☐ Check for background noise in the environment and how this can be reduced, consider impact of this on the learner
- ☐ Ensure adjustments to uniform are allowed if required
- ☐ Access to a quiet, distraction free workstation or safe space to use in the classroom as and when needed (consider noise level, colour scheme, smells and lighting). Set clear rules and expectations.
- ☐ Sensitively structure sensory experiences
- ☐ Relaxation and arousal reduction provision (e.g. movement breaks, sensory breaks throughout the day)
- ☐ Complete a sensory audit and work with the Autism Team to create a sensory profile

Communication:

- ☐ Let learners know what is going to happen in advance
- ☐ Present information in the best way suited to the learner, with care taken not to overload
- ☐ When writing instructions for a task a break down sheet can be helpful
- ☐ Give time to process information, especially speech
- ☐ Gain the child's attention by saying their name before giving instructions
- ☐ Speak slowly and keep sentences short and direct (do not use phrases such as "Do you want to...? Shall we....?")
- ☐ Use class and individual timetables
- ☐ Use visual cues to make verbal information meaningful
- ☐ Use visual prompts such as a spot or cushion to indicate where to sit or stand
- ☐ Now and next boards or now, next then boards
- ☐ Ensure visuals used are portable
- ☐ Have set routines for activities
- ☐ Normalise the use of lists and task boards
- ☐ Clear predictable routines, give notice if there is a going to be a change, practice opportunities for 'change'
- ☐ Label the classroom with appropriate symbols or words (inline with signs, symbols, font used across school)
- ☐ Increase structure at unstructured times e.g. organised activities at playtime or use of peer partners

- ☐ Adults used effectively to explain and support the child to ask and answer questions, positive adult role model to model social expectations and language
- ☐ Break tasks down in to meaningful parts
- ☐ Rules and modelling for social communication (listening/talking/turn taking/sharing/ waiting/working with others etc)
- ☐ Pre-teach and provide preparation for new vocabulary (additional procession time to support learners to give opinions/answer questions)
- ☐ Instructions broken down in to manageable chunks and given in the order they are to be done
- ☐ Checklists and task lists – simple and with visual cues
- ☐ Rules of good listening displayed, taught and reinforced.
- ☐ Support communication with signs and symbols, gestures, visuals etc.
- ☐ Use of direct, clear language
- ☐ Use of visual prompts to support instructions – e.g. task ladders / writing frames
- ☐ Checking pupil understanding (e.g. pupil to repeat instructions / tasks back)
- ☐ Use of talk partners to develop ideas/ responses
- ☐ Use of a symbol card/ item for the pupil to display when they need help
- ☐ Home/school dialogue in place – through books/ emails
- ☐ Avoid using sarcasm, if used then this needs to be explained
- ☐ Prioritise kinaesthetic and visual learning, talking and writing is usually the most difficult form of teaching and learning for children with ASC
- ☐ Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts

Processing:

- ☐ Clear, predictable routines and structure to day/lesson/activities etc.
- ☐ Use of visual timetable – class/individual/now and next board with images large enough to see clearly, same symbols and font should be used across school
- ☐ Prepare learner for change e.g. from activity to activity (pre-warn/enough time given/visual countdown/specific symbol given)
- ☐ Additional processing time given (e.g. 6-10 seconds)
- ☐ Dual coding use on key word lists (word with visual)
- ☐ Strategies given to scaffold learning and adaptations to lesson made (e.g. an alternative option given to writing the outcomes of a science experiment)
- ☐ Extra time given if needed
- ☐ Pre-teach time
- ☐ Use of timers to provide visual support (use pupil voice to see if this is helpful or anxiety provoking)
- ☐ Capitalise on a learner's interests as a method to support learning and engagement
- ☐ Consistent use of rewards, e.g. review chart resulting in iPad time, bubble play etc.

Social interaction

- ☐ Rules and expectations are explicitly taught and reinforced with visuals
- ☐ Explicitly teach social skills supported with visuals e.g. starting and building conversations, sharing and turn taking, group decision-making, confliction resolution techniques, how to listen to each other, how to be a good friend, how to include others
- ☐ Plan for peer support opportunities e.g. game play leaders at play time, play time buddies, circle of friends, challenge groups
- ☐ Allow the pupil to work alone, or give clear roles if group work
- ☐ Run socially speaking groups to support / model social skills
- ☐ Plan for structured activities or support during unstructured times

- ☐ Allocate responsibilities/jobs to give sense of purpose and improve self-esteem

Other:

- ☐ High expectations based on careful assessment
- ☐ Assessments made should include learner and family voice
- ☐ Build positive relationships and take the time to get to know the learner
- ☐ Ensure that preferred methods of communication (as well as level of eye contact) known by all staff within school
- ☐ Never punish children with ASC for behaviours that are part of their communication
- ☐ Try to understand the world from the learner's perspective, knowing what motivates and interests them
- ☐ Essential to understand what frightens, preoccupies or distresses the child
- ☐ Can ask for child to look towards you but eye contact may be difficult, it is not a defiance

“Disability results not from Autism itself but instead from living in a society which tends to be physically, socially and emotionally inhospitable towards autistic people.”

Den Houting, 2019

Quality First Teaching Strategies for children with **Speech Language and Communication Needs**
(Communication and Interaction)

Information about Speech and Language and Communication needs

A child with speech, language and communication needs might have speech that is difficult to understand. They might find it difficult to say words or sentences, may not understand words that are being used, or the instructions they hear. They might have difficulties knowing how to talk and listen to others in social situations.

It is important for supporting adults to understand the differences between:

- Learners with language delay, where with input their skills are likely to catch up with age-related peers.
- Learners with Developmental Language Disorder, a lifelong condition characterised by difficulties with understanding and/or using spoken language, for which ongoing therapy can be effective.
- Learners acquiring English as an Additional Language, where language acquisition skills are unimpaired, and, with time and appropriate differentiation, they are likely to acquire English language skills in line with typically developing monolingual English speakers.

No two learners with SLCN will be exactly alike and it is crucial to understand the individual learner's profile, in order to best support them and help them fulfil their potential in the classroom, the wider school environment and outside school too. When evaluating a learner's profile, information should be gathered from families as well as school to better understand the nature and impact of their difficulties. There may be similarities at school and at home, for example, short attention span or good focus on preferred topics. There may be differences, for example, when the learner is more reluctant to engage and interact in the school environment but is talkative at home. This will inform the nature of effective support. The aim is to ensure consistency of support both at home and in school, and good communication between the two environments is essential.

- ☐ Increase use of gesture to maintain attention and support understanding
 - ☐ Acknowledge and praise attempts (verbally and non-verbally)
 - ☐ Introduce real objects and kinaesthetic means of teaching to maintain attention and support understanding
 - ☐ Simplify language – reduce the number of words used
 - ☐ Allow time for repetition (using the same language)
 - ☐ Support children with task lists, word banks and narrative frameworks
 - ☐ Allow additional time for processing, recapping and checking understanding
 - ☐ Increase use of visual support, such as sand timers and whiteboards, to maintain attention and support understanding
 - ☐ Check understanding by asking the child to explain what they have to do, to provide an explanation in their own words, or to demonstrate their understanding using alternative means (drawing, gesture, action)
 - ☐ Use forced choices to support understanding and expression
 - ☐ Use gap fills to support understanding and expression 'Two similar poles will repel each other, two different poles will....'
 - ☐ Provide accurate language models, recasting the child's attempts when appropriate
 - ☐ Encourage the child to ask for help by exploring the aspect that is difficult for them
- Learners with SLCN are often more adept at learning using visual aids, rather than drawn from auditory information. They often benefit from a structured approach to tasks, repeated practice and specific, positive and constructive feedback on their attempts.
- ☐ Optimise listening conditions, using appropriate volume, pacing and animation
 - ☐ Consider seating position and orientation
 - ☐ Explicitly teach active listening skills
 - ☐ Build movement breaks/listening and concentration breaks into lessons to provide optimal state for learning
 - ☐ Consider working partnerships – both adult to child and peer to peer

- ☐ Provide positive, specific feedback, e.g. "You demonstrated strong listening skills, as you stayed in your seat and I could see you focussing on me as I was speaking"
- ☐ Pre-teach to prepare child so that they come to it already knowing the key vocabulary and concepts
- ☐ Recap existing knowledge/experience when beginning work – mind map or other visual aid
- ☐ Use child's name before asking a question or giving an instruction
- ☐ Give child chance to respond (at least 10 seconds) and then repeat what you have said
- ☐ Accept child's spoken utterances but rephrase and give back to them in a grammatically correct way and an expanded version where appropriate
- ☐ Repeat back to the child what they have said so that they can hear how they have said it (do this 1:1)
- ☐ Allow extra time to complete tasks
- ☐ Rules of good listening displayed, taught, modelled and regularly reinforced
- ☐ Key words/vocabulary emphasised when speaking and displayed visually with picture cues
- ☐ Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play
- ☐ Instructions broken down into manageable chunks and given in the order they are to be done
- ☐ Give a demonstration of what is to be expected
- ☐ System of visual feedback to show if something has or has not been understood
- ☐ Child is encouraged and shown how to seek clarification
- ☐ Talk partners used to encourage responses
- ☐ TAs used effectively to explain and support pupils to ask and answer questions
- ☐ Word walls or similar to develop understanding of new vocabulary
- ☐ Parents advised of new vocabulary so that it can be used at home
- ☐ Share Pupil Profile with external agencies – ask for their advice and guidance

Quality First Teaching Strategies for children with **Working Memory** Needs
(Cognition and Learning)

Information about Working Memory needs

Children and young people's working memory capacity can differ widely, even for learners of the same age in a classroom. Working memory is the system which allows us to hold on to information and manipulate it in our minds for a short period of time. It can include both verbal working memory and visual-spatial working memory. Efficient working memory is needed for a wide range of skills, such as reading comprehension, writing tasks, mental arithmetic, sequencing tasks, following discussions and remembering verbal instructions amongst many other everyday tasks. Working memory is a core mechanism in literacy and numeracy learning – learners are required to hold multiple pieces of verbal and visual information in mind and apply them.

Children and young people who easily forget instructions or information are likely to feel anxious in the classroom. Some learners may try to hide their difficulties by not initiating work or abandoning tasks. As the teacher, you will need to look out for when a learner is struggling with working memory. Notice how the learner interacts with the set task, was the lesson content and/or related activities accessible? Were appropriate adaptations in place, e.g., chunked learning, concrete resources, visual aids? Factors such as anxiety, stress and tiredness can also negatively affect working memory from day-to-day.

- ☐ Break instructions down into small steps and give in sequence (no more than two at a time)
- ☐ Give visual task list to allow child to tick off once task is complete
- ☐ Repeat instructions
- ☐ Use short tasks and refocus after five minutes to ensure the child knows what to do
- ☐ Allow movement breaks/listening concentration breaks
- ☐ Chunk information in to two or three pieces maximum
- ☐ Support instructions with visuals, add this information to a 'Memory Book' for children to return to as a memory aid in future
- ☐ Make visual records of ideas e.g. mind maps add this information to a 'Memory Book' for children to return to as a memory aid in future
- ☐ Avoid transcribing from the board
- ☐ Allow time for repetition and practice
- ☐ Use memory aids such as diaries, calculators, planners
- ☐ Use compensatory strategies to ensure information can move to the long-term memory (Rosenshine's Principles)
- ☐ Link information to something meaningful e.g. existing topics, vivid personal examples that children can relate to will help them access this information in the future
- ☐ Make information relevant and interesting to the child
- ☐ Use memory strategies that reduce the amount of information be held in the child's mind at any one time (cognitive load) allowing them to process information without losing it e.g. concrete resources such as number lines, word banks, reminder rules
- ☐ Pre-teaching of vocabulary and concepts
- ☐ Child encouraged to explain what they have to do to check understanding
- ☐ Links to prior learning explicitly made
- ☐ Key learning points reviewed at appropriate times during and at the end of lessons
- ☐ Alternative ways to demonstrate understanding e.g. diagrams, mind-maps, use of voice recorders
- ☐ Provide and teach use of a range of writing frames to aid organisation
- ☐ Occasional opportunities to work with a scribe or small group to produce a piece of writing
- ☐ Use IT/Apps to reinforce and revise what has been taught
- ☐ Have whiteboards and pens available for notes/try spellings/record ideas
- ☐ Use revision cards in pairs (question on one side, answer on the other)

Quality First Teaching Strategies for children with the Specific Learning Difficulty - **Dyslexia**
(Cognition and Learning)

Information about Dyslexia

Dyslexia or literacy difficulties is a learning difference that primarily affects reading and writing information. Learners who present with dyslexia or literacy difficulties may have an underlying phonological deficit which can cause difficulties which primarily affect phonological skills, verbal working memory and verbal information processing.

Dyslexia and difficulties with the acquisition of literacy skills can have farreaching impact on a learner's life, beyond difficulties with reading, writing and spelling. This is because so much of what we do relies on literacy. It is important to take time to find out what your learner with dyslexia or literacy difficulties struggles with, keeping in mind the executive functions above that can help you to consider what their experience in your classroom is like.

- ☐ Text presented clearly – uncluttered, use bullet points and clear font
- ☐ Add diagrams and pictures to add meaning alongside text
- ☐ Close procedure exercises to vary writing tasks and demonstrate understanding
- ☐ Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- ☐ Use different colour pens to support learning spellings, identify different sections of a text, one colour for each sentence etc.
- ☐ Teach keyboard skills
- ☐ Key words/word mats and/or phoneme mats on desks
- ☐ Alphabet strips and prompts stuck to desk
- ☐ Range of coloured overlays/reading rulers available (child should be assessed and use the one assessed as the most effective for them)
- ☐ Coloured paper for worksheets and coloured background on IWB – avoid black text on white
- ☐ Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age available)
- ☐ Allow extra time to complete tasks and tests
- ☐ Use alternative tasks to writing
- ☐ Access to a Chromebook/laptop for typing
- ☐ Limit written responses to key points only where possible
- ☐ Avoid transcribing from the board
- ☐ Provide visual reminders of writing needs and routines e.g. checklists
- ☐ Provide dual coded word lists for tasks/topics/subjects
- ☐ Use personal word books
- ☐ Use spell checkers, dyslexia friendly dictionaries
- ☐ Respond to child's work positively, do not penalise for errors
- ☐ Use IT to support the development of basic skills and as an alternative means of curriculum access
- ☐ Break instructions down into small steps and given in sequence
- ☐ Support children to become independent learners by helping them recognising strategies that work for them e.g. mnemonics, learning by doing
- ☐ Teach skills in context – use the child's own learning
- ☐ Provide writing frames and scaffolds

Quality First Teaching Strategies for children with the Specific Learning Difficulty - **Dyscalculia**
(Cognition and Learning)

Information about Dyscalculia

Developmental Dyscalculia is a condition that affects how children and young people learn and remember arithmetic facts – the branch of mathematics that deals with calculations: addition, subtraction, multiplication and division. Learners with dyscalculia have difficulty in executing calculation procedures, immature problem-solving strategies, take longer to solve problems and have higher error rates. This is despite regular attendance and teaching opportunities.

You need to bring empathy to the relationship when working with a learner who is having difficulty acquiring basic maths skills. You will need to understand the learner's strengths and weaknesses in the area (and more generally as a learner). Learners can often know more than they realise but have not been able to generalise or organise their knowledge (i.e., see the developmental structure of mathematics or see how it interrelates). Understanding your learners, both their prior knowledge and confidence in maths, can enable more effective teaching and scaffolding. It is important that you teach and ensure systematic rehearsal of core facts, methods and strategies that learners are missing.

- ☐ Use concrete resources such as number lines, base 10, problem solving frameworks
- ☐ Use concrete resources to aid calculation e.g. age appropriate blocks and counters
- ☐ Respond to child's work positively, do not penalise for errors
- ☐ Use IT and apps to reinforce and revise what has been taught
- ☐ Break instructions down into small steps and given in sequence
- ☐ Support children to become independent learners by helping them recognising strategies that work for them
- ☐ Teach skills in context – use the child's own learning
- ☐ Ensure child is building on existing knowledge, creating an increasingly secure base
- ☐ Frequent opportunity to rehearse small steps to mastery (Rosenshine's Principles)
- ☐ Explain to the child why you are teaching a method and the idea behind it
- ☐ Be mindful that multiple methods for the same outcomes may not be helpful (cognitive load)
- ☐ Pre-teaching of subject vocabulary and concepts
- ☐ Provide a list of maths symbols
- ☐ At the start of each topic, use word banks and display on the wall in alphabetical order
- ☐ Child encouraged to explain what they have to do to check understanding
- ☐ Links to prior learning explicitly made
- ☐ To support short term memory, have small white boards and pens available for notes
- ☐ Provide opportunities to play maths games
- ☐ Praise and reward to reduce anxiety
- ☐ Allow use of a calculator
- ☐ Allow extra time to complete tasks and tests
- ☐ Avoid transcribing from the board
- ☐ Provide visual reminders
- ☐ Provide a talking partner for pupils to share/explain their mathematical thinking
- ☐ Give lots of thinking time
- ☐ Present tasks in meaningful context
- ☐ Make close observations of children to fully understand the mathematical strategies being used to solve problems – get them to 'talk through' what they are doing
- ☐ Give a wide range of contexts for pupils to apply their learning
- ☐ Use different colour pens for hundreds, tens and units

Quality First Teaching Strategies for children with the Specific Learning Difficulty –
Developmental Co-ordination Delay (DCD)
(Cognition and Learning)

Information about Developmental Co-ordination Delay (DCD)

Developmental Co-ordination Disorder (DCD), commonly known as dyspraxia, is a condition where an individual finds learning/completing everyday tasks challenging. This is due to poor co-ordination of their motor skills which cannot be explained by physical, sensory or intellectual impairment.

Learners with DCD generally find many skills that we take for granted challenging. They frequently become despondent, avoidant or show negative behaviour as coping mechanisms. There are also studies showing that learners with DCD are at increased risk of presenting with symptoms of anxiety and/or depression. It is important that this is considered when teaching a learner who generally feels unsuccessful in tasks that they observe their peers to find easy. Patience and encouragement are needed to foster an attitude where they are willing to continue trying.

- ☐ Value attempting and participating rather than success and outcomes
- ☐ Give time for problem-solving and finding solutions themselves as they may find it harder to learn through demonstration or verbal prompting
- ☐ Use alternative tasks to writing e.g. mind maps, storyboards, dictaphones handwritten work may cause frustration
- ☐ Ensure pencil grip is comfortable
- ☐ Access to a chromebook/laptop for typing when longer pieces of work are required
- ☐ Reduce the amount of verbal and visual instructions given at once, give instructions step by step and check they have been understood
- ☐ Avoid transcribing from the board
- ☐ Use writing frames, checklists, story planners
- ☐ Consider the paper being used e.g. ensure lined paper with margins for writing and squared paper for maths
- ☐ Allow extra time when getting changed before and after PE
- ☐ In practical work the child may need support to manipulate equipment
- ☐ Pre-teaching used where appropriate e.g. a new skill being taught in PE

Quality First Teaching Strategies for children with **Attention Deficit Hyperactivity Disorder (ADHD)**
(Social Emotional and Mental Health needs)

Information about Attention Deficit Hyperactivity Disorder (ADHD)

The behaviours associated with ADHD are high activity levels, poor inhibitory control and short attention spans. Hyperactivity is more common in younger learners and evidence shows that it tends to decrease as learners get older, whereas the inattentive type (less movement, but obvious concentration absences) is seen less in pre-schoolers and tends to emerge over the school age period. During the school age period, learners are usually identified and referred for ADHD assessments because of classroom disruptiveness and academic underachievement. The symptoms of inattention increase, and the levels of hyperactivity start to decrease. The fidgety behaviours calm but the brain is cognitively hyperactive, increasingly in need of satiation, jumping from one thing to another.

Learners with ADHD will surprise you with the rapidity of their thinking and the connections they can make, and frustrate you with the repetition and patience that is required to ensure they keep on track and stay organised. We need to work harder to make sure that we communicate the positives about the work, effort, enthusiasm and energy of these learners, and do not solely focus on what they have not been able to complete. Actively work to list the strengths of learners with ADHD and share these with them. Recognise this difference through role-modelling our inclusive ethos. ADHD is a difference in functioning. As educators, we need to understand this, and then identify and support the executive function difficulties that are blocking their progress.

- ☐ Create space in the classroom environment that will minimise visual or auditory interruptions
- ☐ Ensure classroom is well organised e.g. clear routines and labelled spaces for resources
- ☐ Allow freedom to move
- ☐ Get comfortable with allowing a learner with a diagnosis of ADHD to be treated differently, help your class to understand that we all come in different packages, and that equality and equity does not mean we all get treated the same, but that we all get the same treatment
- ☐ Involve the child in jobs that require movement
- ☐ Play for movement/listening and concentration breaks
- ☐ Add a layer of physical challenge to routine tasks e.g. ask the child to write or type their responses to prevent them from blurting out the answers or ask them to balance on one leg while proof reading their work (the physical challenge needs to be age-appropriate to the learner)
- ☐ Break down longer tasks into smaller sections and give each section deadlines or time-boundaries for completion. This can lead to the learner feeling satisfaction of completing a task
- ☐ Play calming music where appropriate
- ☐ Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, Wake Up and Shake Up
- ☐ Provide lots of opportunity for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- ☐ Use interactive strategies e.g. pupils to have cards/whiteboards to hold up answers, come to the front to take a role
- ☐ Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- ☐ Where possible, create a quiet area for both working and as a 'quiet time' zone
- ☐ Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- ☐ Teach pupils how to use post it notes for questions and ideas rather than interrupting (when appropriate)
- ☐ Provide alternative seating at carpet time if this is an issue
- ☐ Legitimise movement by getting pupil to take a message, collect an item
- ☐ Use of fiddle toy if necessary
- ☐ Ensure that tools and equipment are easily accessible and available for use
- ☐ Say what you would like the child to do rather than what you don't

- ☐ Give a set time for written work and do not extend into playtime as the child will need these breaks
- ☐ Use pupil's name and ensure you have their attention before giving instructions
- ☐ Chunk instructions and support with visual cues
- ☐ Allow the child to doodle, draw, use fiddle toys whilst you talk (but only if they can do so sensibly) encourage highlighting or underlining if age appropriate
- ☐ Make use of different seating and grouping arrangements for different activities
- ☐ Communicate in a calm clear manner
- ☐ Keep instructions, routines and rules short, precise and positive
- ☐ Listen to the pupil, giving them an opportunity to explain their behaviours (Restorative Approach)
- ☐ Provide visual timetables and task lists
- ☐ Have a range of simple, accessible activities that the pupil enjoys to use as calming exercises
- ☐ Ensure groupings provide positive role models
- ☐ Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
- ☐ Check regularly that the pupil is on task
- ☐ Give the child positive praise for any improvements and effort made, consider marking the child's correct work instead of their mistakes
- ☐ Use a planned reward system

Quality First Teaching Strategies for children with **Social, Emotional and Mental Health** needs
(Social Emotional and Mental Health needs)

Information about Social, Emotional and Mental Health needs

Learners with SEMH needs can have significant barriers to engaging in everyday classroom learning. The underlying reason for this is likely to be their lack of self-confidence and self-esteem, which may relate to prior experiences. It is helpful to recognise that all behaviour is a form of communication. The behaviours of learners with SEMH are most often manifestations of underlying, unmet needs. For example, these unmet needs may be emotional (frustration, sadness, fear) or physical (hungry, thirsty, aches) or educational (learning gaps, difficulty in knowing which knowledge to apply). These learners will almost certainly not have the capacity to express with words, or the emotional development or self-awareness to think about and process, feelings and thoughts which can be overwhelming. They can only show these in non-verbal ways. **You need to understand that, and to act on that understanding.**

It is very important that you build a positive relationship with the young person. They may have little or no experience of building healthy, meaningful relationships. Get to know them, be interested in them. Little things that you do (acknowledging them, making positive eye contact, letting them know you have noticed them, finding out their likes and dislikes) show that you are thinking about them and holding them in mind. You are modelling being relationally present, and relationally respectful. When learners feel connected, they feel safer and more regulated. What you notice about them will help you to see what their challenges are, what triggers anxiety, escalates stress and dysregulation, which can result in behaviour that is challenging.

- ☐ Ensure the classroom environment is calm and orderly e.g. with well-established routines, behaviour consistently well managed
- ☐ Seat the child with a settled peer
- ☐ Help the child to calm down
- ☐ Consistently apply our school's behaviour policy in a calm and measured way so that you are firm and fair to everyone in the class
- ☐ Listen to the child, giving the opportunity to explain their behaviours (Restorative Approach)
- ☐ Have part of the classroom set up as a 'safe space' where learners can take themselves to if they are feeling particularly anxious or vulnerable. The 'safe space' should be cosy and comfortable with some resources that learners can engage with to help them regulate their emotions e.g. drawing, reading, colouring materials or toys for younger children
- ☐ Build in regular sensory breaks to lessons
- ☐ Allow the child to have fiddle toys and teach appropriate use of these, the child will need a safe space to store these
- ☐ Use Emotion Coaching to help the child to reflect on how they are feeling and strategies they can use in the future
- ☐ Have high expectations, provide tailored support and guidance to your learners so that they can achieve as much as they possibly can
- ☐ Ensure that each lesson is a fresh start
- ☐ Reject the behaviour not the child
- ☐ Communicate in a clear, calm manner
- ☐ Keep instructions, routines and rules short, precise and positive
- ☐ Communicate expectations in a way that encourages and supports learners
- ☐ Find out all you can about the child's background to help you understand how you might better understand what they are communicating to you through their behaviour
- ☐ Take special steps to build a relationship with the child, the child needs to feel listened to
- ☐ Talk to the child, what do they need help with? What do they find difficult?
- ☐ 'Catch' the child being good and emphasise positives in front of other pupils and staff
- ☐ Understand the child's triggers and apply strategies given by outside agencies or the SENDCo

- ☐ If the child is the 'crisis' phase or entering the 'de-escalation' phase wait before giving too much verbal input, the child needs to be post crisis in order to have these conversations
- ☐ Pay attention to small social or learning behaviours and praise immediately e.g. "It's lovely to see that you are looking at me, are you ready to start your maths?" or "Thank you for being so kind when you picked up that pencil and put it back in the correct place."
- ☐ Plan ways to help learners manage unstructured times
- ☐ Giving a learner something to look after for you can help them feel that you are thinking about them even when you are not with them
- ☐ Provide an alternative space from the playground or dinner hall might make break times easier for them to manage
- ☐ Visual rule reminder
- ☐ When the child is experiencing emotional turbulence, provide low key tasks and increase structure and predictability
- ☐ Set tasks with clear goals, outputs and timescales
- ☐ Teach specific behavioural skills e.g. how to ask for help
- ☐ Break tasks in to chunks and give clear expectations as to how long they have
- ☐ Provide support such as writing frames, story maps, word mats, checklist e.g. 3 things to do if you get stuck with your work
- ☐ Give the child a job/responsibility in the classroom or around school to raise self-esteem
- ☐ Provide opportunity for the child to develop a relationship with another adult in school e.g. watering the headteacher plants, this adult to check in on the child regularly throughout the week
- ☐ Communicate positive achievements – no matter how small – with home and encourage home to do the same. Photocopy good pieces of work to send home and collect in a 'Golden Moments' book
- ☐ Play calming music where appropriate
- ☐ Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- ☐ Ensure that tools/equipment are easily accessible and available for use
- ☐ Allow pupils to have a safe space to store belongings

Quality First Teaching Strategies for children with a **Hearing Impairment**
(Sensory and/or Physical needs)

Information about Hearing Impairment

Deafness can be present from birth (congenital deafness) or acquired later in life. As the classroom teacher, it is crucial that you understand your learner's deafness, how this impacts on their access to language and strategies and resources (including amplification systems and assistive technology) that support their access to learning in the classroom environment. Some deaf learners communicate using British Sign Language (BSL), or a combination of BSL and English – this is called a total communication approach.

There are two main types of deafness:

- **Sensorineural hearing loss/deafness:** this is caused by damage to the structures in the inner ear or the auditory nerve. A sensorineural hearing impairment is permanent.
- **Conductive hearing loss/deafness:** this is where sounds are unable to pass efficiently through the outer and middle ear into the inner ear. This can be caused by blockages, such as wax in the outer ear, or fluid in the middle ear (glue ear). A conductive hearing impairment is usually temporary, but in some cases it can be permanent.

Some learners will have a combination of sensorineural and conductive deafness. Both sensorineural and conductive deafness can:

- Occur in one ear (unilateral deafness), or both ears (bilateral deafness).
- Vary in severity, from mild to profound

- ☐ Work with the Qualified Teacher of the Deaf to develop a conducive learning environment
- ☐ Make sure that the hearing aid user is wearing their hearing aids
- ☐ Seating arrangement takes in to consideration noise from both inside and outside the classroom e.g. noise coming from computers or projectors, the hall and the playground
- ☐ Keep background noise to a minimum
- ☐ Seating arrangement ensures child can see the teacher, without having to turn their body for classroom instruction
- ☐ Face the child when teaching and delivering new content so that the child can see your facial expressions and for some children, lipread. Do not talk to learners with your back to them e.g. when using the IWB
- ☐ Where possible arrange seating in an arc/semi-circle so that the child can see you and some of their peers
- ☐ Ensure lighting does not hinder the child being able to see facial expression and lip pattern
- ☐ Speech is clear, words are enunciated at a normal pace
- ☐ Check daily that the child's technology is working
- ☐ Always use the child's name to gain their attention before asking a question
- ☐ Visual system in place for the class e.g. a traffics light system to support all learners to work within appropriate noise levels
- ☐ Check that the child has understood the instruction or new information, encourage the child to repeat back what they have heard when checking they have understood an instruction or new information (avoid yes/no questions)
- ☐ Pre-teach new vocabulary/concepts
- ☐ Present new information orally and in writing together
- ☐ Provide visuals and word banks during whole class learning activities, small group and independent work
- ☐ Repeat contributions from other children so that the child is not missing information from classroom discussions, this includes social situations – if something funny happens at the other end of the room, take time to explain what happened
- ☐ Be mindful of facial expressions – some children will use other sensory systems to better understand language

- ☐ Some learners may use British Sign Language, or a total communication approach, ensure learners can access language through their preferred communication approach in all parts of the lesson
- ☐ Write all homework assignments and class instructions on the board, making sure anything you write can be easily read
- ☐ Allow extra time to complete tasks and be aware of the fatigue that the child may experience
- ☐ Allow more thinking and talking time
- ☐ Keep hands away from mouth

Quality First Teaching Strategies for children with a **Visual Impairment**
(Sensory and/or Physical needs)

Information about Visual Impairment

Vision impairment (VI) includes any form of visual difficulty which cannot be corrected by wearing glasses or contact lenses. It is important to be aware that even if a learner with VI wears glasses, this does not mean that they will see 'normally'. There are many different causes of VI in children and young people, and many learners have more than one sight condition. Disorders in the eye, the retina or the optic nerve, affect the way that visual information is transmitted from the eye to the brain. Damage to the visual pathways in the brain, known as cerebral vision impairment (CVI), affects the way that visual information is processed.

Most learners are born with their visual difficulty, although some develop it later in their lives. A small number of learners have never seen and the implications for their learning can be very different from learners who have some vision. A small number of learners will learn braille. The effects of VI vary; some learners have no central vision or no peripheral vision, some have patchy vision with a mixture of clear and blank areas, while others may see everything as a blur. Examples of the effects of CVI in the classroom include being unable to recognise faces or familiar objects, to perceive moving people or objects, or to discriminate between several items in a cluttered space.

- ☐ Ensure the environment is suitable and safe for the child (this should include an access audit in your classroom and across the school, inside and out)
- ☐ Signage should be clear, well positioned and easily visible
- ☐ Steps edges and other transition points highlighted in yellow paint
- ☐ Corridors, cloakrooms and classroom kept free of obstructions
- ☐ Classroom kept with a consistent layout with any changes explained
- ☐ Ensure good ambient lighting, windows have blinds to reduce glare, reflective surfaces covered to reduce glare
- ☐ Speak clearly and use child's name at all times
- ☐ Verbalise anything you write on the IWB
- ☐ Child to sit in the best position to see you and the whiteboard/IWB but not separately from the other learners
- ☐ Use of assistive technology
- ☐ Give as many first hand 'real' multi-sensory experiences as possible
- ☐ Try out different paper/smartboard colours to try and find the best contrast
- ☐ Take advice from a specialist team as to what font style and size is best
- ☐ Avoid transcribing from the board, provide child with their own copy in clear well-spaced print
- ☐ Avoid standing in front of windows – your face becomes difficult to see
- ☐ Avoid sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project
- ☐ Pre-teaching to prepare child for learning concepts that rely on vision for understanding
- ☐ Avoid extensive handwritten recording, use bullet points, mind mapping, print out of IWB to annotate, use of a Chromebook/laptop
- ☐ Order enlarged copies of texts with advised size for the child

Quality First Teaching Strategies for children with **Co-ordination** needs
(Sensory and/or Physical needs)

- ☐ Consider organisation of classroom to allow free movement
- ☐ Allow the child plenty of space to work – could the child be placed next to a ‘free’ desk
- ☐ Ensure that left handed and right-handed pupils are not seated next to each other with writing hands adjacent
- ☐ Seating should allow pupil to rest both feet flat on the floor – check chair heights
- ☐ Desk should be at elbow height
- ☐ Sloping desk provided if possible
- ☐ Child is able to view the teacher directly without turning body and close enough to see and hear instructions
- ☐ Seated where there are minimal distractions e.g. away from windows and doors
- ☐ Encourage oral presentations as an alternative to written work
- ☐ Lined paper with space sufficiently wide enough to accommodate child’s handwriting
- ☐ Mark starting point for each line with a green dot
- ☐ Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- ☐ Break down activities in to small chunks with praise for completing each part
- ☐ Ensure a range of different pencil grips available
- ☐ Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- ☐ If copying from the board is absolutely necessary, use different colours for each line and leave gaps between lines
- ☐ Cue cards may help the child to sequence a task e.g. 1 Clear your desk. 2 Collect equipment (with visual cues) 3 Put the date at the top of the page
- ☐ Can the LO be written in to the book for the child or stuck in
- ☐ Complete a sensory audit and devise strategies from it for the child
- ☐ Ensure equipment is clearly labelled and kept in the same place in class
- ☐ Teach the child how to use a planner, diary, lists to organise themselves as appropriate
- ☐ Allow additional time to complete tasks
- ☐ Where possible, allow access to Chromebooks/laptops and teach keyboard skills (e.g. BBC ‘Dance Mat’ typing)