



## Quality First Teaching – 4 Areas of SEND and Maths Specific

Communication and Interaction	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> <li>• ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced.</li> <li>• Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)</li> <li>• Pupil’s name or agreed cue used to gain individual’s attention - and before giving instructions</li> <li>• Instructions broken down into manageable chunks and given in the order they are to be done</li> <li>• Delivery of information slowed down with time given to allow processing</li> <li>• Pupils are given a demonstration of what is expected</li> <li>• System of visual feedback in place to show if something has been understood (e.g., thumbs up)</li> <li>• Talking partners or similar used to encourage responses</li> <li>• TAs used effectively to explain and support pupils to ask and answer questions</li> <li>• Classroom furniture and groupings consider whether pupils with speech &amp; communication needs can see visual prompts and the teacher</li> <li>• Access to a quiet, distraction free work station if needed</li> <li>• Use of visual timetables</li> <li>• Minimise use of abstract language</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure links to prior learning are implicitly made</li> <li>• Give access to a wide range of practical resources</li> <li>• Ensure key learning points are reviewed regularly throughout the lesson</li> <li>• Ensure understanding of mathematical vocabulary. Are learners using the correct language?</li> <li>• Provide a talking partner for pupils to share/explain their mathematical thinking</li> <li>• Give lots of thinking time</li> <li>• Present tasks in a meaningful context</li> <li>• Use of ‘Guided Reasoning’ in order to understand and answers problems.</li> <li>• Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary/ideas e.g. symbols, pictures, concrete apparatus, CPA approach at all times.</li> <li>• ‘Working walls’ to develop understanding of new vocabulary and to display taught methods.</li> <li>• Checklist for methods taught so children know what sequence to complete the method (with visual cues where needed).</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school</li> </ul>	
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Cognition and Learning	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> <li>• ‘Next steps’ for learning derived from what the pupil can already do - referring back to earlier stages only when necessary</li> <li>• Instructions broken down into manageable chunks and given in sequence</li> <li>• Pupils encouraged to explain what they have to do to check understanding.</li> <li>• Links to prior learning explicitly made</li> <li>• Key learning points reviewed at appropriate times during and end of lesson</li> <li>• Use IT programs and apps. to reinforce and revise what has been taught</li> <li>• Coloured paper for worksheets and coloured background on IWB (beige)</li> <li>• Diagrams and pictures to add meaning alongside problems - give lessons context</li> <li>• Additional time to complete tasks if necessary</li> <li>• Teach and model memory techniques</li> <li>• Minimise copying from the board - provide copies for pupil if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure links to prior learning are implicitly made</li> <li>• Give access to a wide range of practical resources</li> <li>• Ensure key learning points are reviewed regularly throughout the lesson</li> <li>• Ensure understanding of mathematical vocabulary. Are learners using the correct language?</li> <li>• Provide a talking partner for pupils to share/explain their mathematical thinking</li> <li>• Give lots of thinking time</li> <li>• Present tasks in a meaningful context</li> <li>• Make close observations of pupils to fully understand the mathematical strategies being used to solve problems - get them to ‘talk through’ what they’re doing</li> <li>• Ensure multi-step tasks are supported by visuals/checklists and model this</li> <li>• Give a wide range of contexts for pupils to apply their learning</li> <li>• Give opportunities for pupils to check their solutions using a range of methods</li> </ul>

	<ul style="list-style-type: none"> <li>• Don't rush into abstract and formal written work before understanding is secure. Must be secure with concrete and pictorial first.</li> <li>• Be prepared to explore, repeat and rehearse steps again and again to ensure it has been understood</li> <li>• Use squared paper - one digit per square</li> </ul>
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> <li>• Take time to find pupil's strengths and praise these - ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</li> <li>• 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)</li> <li>• Give the pupil a classroom responsibility to raise self- esteem</li> <li>• Refer pupils regularly to classroom code of conduct, whole class targets and use consistently - ensuring that supply staff apply same consistency</li> <li>• Play calming music where appropriate</li> <li>• Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up</li> <li>• Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources</li> <li>• Make expectations for behaviour explicit by giving clear targets, explanations and modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Give children praise - tackle any negative feeling children may have towards maths/they may have inherited from parents towards maths.</li> <li>• Build confidence in the pupil's maths ability - celebrate all achievements no matter how small.</li> <li>• Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers,</li> <li>• Ensure that equipment/resources are easily accessible and available for use.</li> <li>• Ensure children know what to do when they have completed the set work</li> <li>• Give children time to complete homework if they haven't done this at home</li> <li>• Provide time in the day for TT Rockstars practise when needed.</li> </ul>

- Where possible, create a quiet area both for 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 interruptions (when appropriate)
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Give a set time for written work
- Use pupil's name and ensure you have their attention before giving instructions
- Chunk instructions and support with visual cues.
- Make use of different seating and grouping arrangements for different activities
- Personalise teaching where possible to reflect pupils' interests
- 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.
- Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
- Communicate positive achievements - no matter how small - with home and encourage home to do the

<p>same.</p> <ul style="list-style-type: none"> <li>• Use Social stories when appropriate.</li> </ul>	
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Sensory Needs	
Quality First Teaching Strategies	Maths Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> <li>• Give as many first hand ‘real’ multi-sensory experiences as possible.</li> <li>• Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye.</li> <li>• Try out different paper/IWB colours to try to find the best contrast</li> <li>• Consider lighting - natural and artificial - which is most comfortable?</li> <li>• Avoid shiny surfaces which may reflect light and cause dazzle (laminates can do this)</li> <li>• Take advice from specialist teams related to font style and size</li> <li>• Short spells of visual activity should be interspersed with less demanding activities</li> <li>• Always use verbal explanations when demonstrating to the class.</li> <li>• Read out aloud as you write on the board</li> <li>• Address the pupil by name to get their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure work is printed large enough and clear enough for the pupil to see, especially problems.</li> <li>• Ensure there’s time to ‘play’ with an discover equipment prior to the lesson</li> <li>• Ensure resources are large enough for the equipment and large enough to be seen e.g. tens frame, place value charts, part part wholes, etc</li> <li>• Work is printed for the children and no copying from the board is required</li> <li>• Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.</li> <li>• Equipment clearly labelled and kept in same place in class.</li> <li>• Support children in organising their equipment and resources and ensure they have resource mats such as tens frames to help with organisation.</li> </ul>

- Avoid standing in front of windows - your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

### Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language - trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children - their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks

- Use visual symbols to support understanding

### Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work - where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting 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
- Positioned so pupil is able to view the teacher directly without turning the body - 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 some written work
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- 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
- Allow additional time to complete tasks
- Allow access to lap-tops/tablets etc.

