



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

Communication and Interaction	
Quality First Teaching Strategies	PSHE 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>• Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary e.g. symbols, pictures, concrete apparatus, artefacts, role-play</li> <li>• Instructions broken down into manageable chunks and given in the order they are to be done</li> <li>• Checklists and task lists - simple and with visual cues</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>• Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words</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> </ul>	<ul style="list-style-type: none"> <li>• Try ‘informal’ seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills and helps develop pupils’ self-confidence and peer support</li> <li>• Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions</li> <li>• Pre-teaching new vocabulary with visual images</li> <li>• Revisiting prior learning so this can be built upon</li> <li>• Check understanding by asking children to tell you what they are doing/what they have understood</li> <li>• Know that some vocabulary can have different meanings in different contexts, ensure you teach children this using visual images</li> </ul>

<ul style="list-style-type: none"> <li>• Classroom furniture and groupings consider whether pupils with speech &amp; communication needs can see visual prompts and the teacher</li> <li>• ‘Working walls’ to develop understanding of new vocabulary</li> <li>• Parents advised of new vocabulary so it can be reinforced at home</li> <li>• Minimise use of abstract language</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children have opportunities to join pupil voice councils and give them alternative methods of communication within the council if needed.</li> <li>• Use of visuals alongside emotions vocabulary (facial expressions cards, comic strip cartoons) and 5 point scale.</li> <li>• Consider carefully groupings/pairings of pupils when taking part in discussion work to ensure a supportive environment.</li> <li>• Consistent use of clear, unambiguous language from the teacher and support staff and repeat key vocabulary often.</li> </ul>
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Cognition and Learning	
Quality First Teaching Strategies	PSHE 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>• To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.</li> <li>• Coloured paper for worksheets and coloured background on smart board (beige)</li> <li>• Occasional opportunities to work with a scribe - perhaps within a small group to produce a piece of</li> </ul>	<ul style="list-style-type: none"> <li>• Giving pupils more information e.g. through stories about relationships and safety may actually lead to more understanding for pupils who find the subject difficult.</li> <li>• Using or presenting information in tables, mind maps or diagrams, rather than unbroken text will be more accessible.</li> <li>• Use underlining or highlighting to make comparisons.</li> <li>• Use mind maps and other visual devices to help pupils see patterns and relationships.</li> <li>• Ensure children have opportunities to join pupil voice councils and give them alternative methods of communication within the council if needed.</li> <li>• Ensure children are taught the legal requirements of the RSE and that these are understood by pupils through breaking it down into smaller chunks of</li> </ul>

<p>writing for ‘publication’ e.g. displayed on the wall, read to other children etc.</p> <ul style="list-style-type: none"> <li>• Text presented clearly - uncluttered, use bullet points and clear font</li> <li>• Diagrams and pictures to add meaning alongside text</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>	<p>learning revisited and built on over a number of weeks.</p> <ul style="list-style-type: none"> <li>• Put new learning within a familiar context to make it relatable.</li> <li>• Build on prior learning</li> <li>• Consistent use of clear, unambiguous language from the teacher and support staff and repeat key vocabulary often.</li> <li>• Use of social stories before the lesson to pre-teach key words/facial expressions or emotions language.</li> <li>• Use alternative methods of recording—mind map, word processing, storyboard, annotated diagram</li> <li>• Reduce writing expectations—alter task to suit level of need or ability. Adult support to scribe ideas or take photographs where appropriate</li> </ul>
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	PSHE 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</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.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods e.g., role play and card sorting</li> <li>• Ensure work is adapted to their cognitive level and the child understands what to do in order to avoid undue stress over the work.</li> <li>• Ensure children are sat with children/adults they feel comfortable talking to so they can discuss the lesson content at ease.</li> <li>• Give children stem sentences to start their work so they can get going straight away without needing to think about how to start.</li> </ul>

practical activities, experiential learning, multi-sensory resources

- Be aware that pupils may find it difficult to accept that others have different views and that they have a right to express them. Use multi-sensory approaches

- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- 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
- Ensure that tools/equipment are easily accessible and available for use.
- 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.
- 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.
- Provide visual timetables and task lists - may need to be for a short period of time depending on the pupil
- 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

to overcome these barriers e.g. through drama and role-play

- Some pupils will have a lack of self-awareness and safety for themselves. Talk to the children about their actions and reflect with them on what could happen or discuss different ways they could respond next time they are in a similar situation
- Make sure pupils are well prepared for visits or community-based activities. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.
- Use paired and small group discussion to establish shared ground rules with pupils to help them feel part of the group and take some responsibility for themselves and their behaviour in the group. Relate this to understanding how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. For example, how might the rules in the Paralympics be different from those in other games, and what does this mean for disabled people?
- Allow pupils with SEN and/or disabilities more time to practice keeping safe where necessary – for example with road safety exercises – and allow flexibility in the timing of activities.
- Teach pupils to have regard for their own safety in out-of-school activities.
- Avoid a culture of 'right answers'. Some pupils may find it hard to see beyond a 'black and white' view of issues.

<ul style="list-style-type: none"> <li>• Transition from whole class work to independent or group work is taught, clearly signalled and actively managed</li> <li>• Communicate positive achievements - no matter how small - with home and encourage home to do the same.</li> <li>• Use Social stories when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children have opportunities to join pupil voice councils and give them alternative methods of communication within the council if needed.</li> </ul>
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Sensory Needs	
Quality First Teaching Strategies	PSHE 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 taking into account levels of vision in each eye</li> <li>• Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this)</li> <li>• Take advice from specialist teams related to font style and size and colours</li> <li>• Short spells of visual activity should be interspersed with less demanding activities</li> <li>• Eliminate inessential copying from the board</li> <li>• Always use verbal explanations when demonstrating to the class.</li> <li>• Read out aloud as you write on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Support children with colour deficiency labelled word mats, ensure classroom is well lit to support colour blindness, use pastel colours for highlighting.</li> <li>• Provide artefacts for children with visual difficulties to touch and feel. Give them plenty of time to explore in this way.</li> <li>• Ensure prompts are available for children who have difficulty hearing.</li> <li>• Ear defenders if children with sensory issues struggle with the sounds in the classroom or on a school visit or during an off timetable day.</li> <li>• Use visual images, symbols and artefacts to support understanding.</li> <li>• Use of visuals alongside emotions vocabulary (facial expressions cards, comic strip cartoons)</li> </ul>

- Address the pupil by name to get their attention
- Avoid standing in front of windows - your face becomes difficult to see

#### 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
- 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
- Divide listening time into short

#### chunks 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 children have opportunities to join pupil voice councils and give them alternative methods of communication within the council if needed.

- 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
- 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
- Ensure range of different pen/pencil grips are 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