Quality First Directory: Inclusive Approaches for All Learners

Code of Practice, 2014

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' 6.37

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Specific Needs:

- **Quality First: Autistic Pupils**
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- **Quality First: Pupils with Dyslexia**

Classroom Responses:

Initial Approaches	Check
Classroom well organised and resources clearly labelled (with picture symbols)	
Visual Timetable and Class Rules displayed and referred to in every classroom	
Memory is supported through explicit demonstrations and modelling of memory techniques	
Plan for every group in your class (differentiate)	
Learning Objectives are shared with all, and SEN learners have their objectives and date pre-prepared (on a label in book/written in book)	
Mark work with the pupil – providing on-the-spot feedback	
Instructions are given in small chunks with visual cues (including whiteboard checklists as appropriate)	
Use a range of groupings within class, include mixed ability grouping and paired work	
Classroom assistants are planned for and used to maximize learning and pupils' independence	
Pupils are clear what is accepted – use of WAGOLL – 'what a good one looks like'	
Understanding of task is checked by asking pupils to explain what they must do	
Understanding is demonstrated in a variety of ways (photographic evidence, use of concrete materials/manipulatives, oral explanations, written responses, observations)	
Short bursts of learning, with opportunities for movement built in (as required)	
Use visual cues, visual models and practical materials to support learning	
Praise is specific	
Be positive when commenting on pupils work and efforts	
Set homework at an appropriate level	

Quality First for Pupils with Communication and Interaction Needs	Check
'Good Listening' rules clearly displayed, taught and modelled with regular reinforcement	
Visual Timetables are displayed and used	
Word Walls/Working Walls are used to reinforce and revisit key vocabulary	
Create a 'knowledge organiser' for home and school use which includes key vocabulary and can be reinforced at home and school	
Seating and classroom furniture is considered so that pupils with speech and language needs can clearly see visual prompts and the class teacher	
Pupils are taught cues for active listening (using a picture prompt or action)	
Pupil's name is used to gain their attention	
Instructions are clear and simple, with visual clues used	
Instructions are broken into chunks	
Time is given for each part of the instruction to be completed before the next chunk is given	
Instructions are given in a clear sequence	
Clear, unambiguous use of language	
Key vocabulary is identified in planning and is emphasised throughout learning sessions	
Multi-sensory approaches are used to support spoken language (visual prompts, artefacts, drama/role play, concrete materials/manipulatives)	
Noise levels in class are closely monitored and class know expectations	
Time is provided for pupils to process language	

Quality First for Pupils with Communication and Interaction Needs	Check
Outcomes are modelled and demonstrated	
Checklists/Task Lists/Task Planners are in place (simple with visual clues)	
Talk partners are used to develop responses	
Teacher and support staff employ method of communication appropriate to need	
TA is used effectively to explain language used and to help understand questions	
TA is used to explain task and check pupil understanding	
Pupils encouraged to ask questions and demonstrate understanding	
Pupils understand how to ask for clarification	
Opportunities to work independently, without interruption are built into learning sessions	
Access to quiet, distraction free area as required	
Work station in place (as required)	
Strategies and approaches in place to manage transitions and change	

Quality First for Pupils with Cognition and Learning Needs	Check
Use of display (Working Walls, Word Walls) to aid recall of focus learning	
Staff establish a clear baseline at the start of the year so that effective next steps can be set	
Prepare learning objectives in SEN pupils' books prior to session (pre-write or use labels)	
Use a range of multi-sensory approaches to learning	
Ensure reading material is accessible to level of learner	
Pupils access learning aids such as knowledge organisers, word banks, number lines, memory prompts etc.	
Differentiate learning by: resources, outcome and support	
Learning aids could include: alphabet strips, phoneme mats, key word mats, times table squares, hundred squares, numicon, dienes, IT	
Teach the use of learning aids so pupil can use these independently	
Links to prior learning are explicitly made	
Key learning is reviewed at the start and end of every session	
Key vocabulary is reinforced throughout the session	
Organisation of learning is supported through use of task planners, visual prompts (e.g. comic strips in story writing)	
Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps	
Use IT programmes and apps to reinforce and revise learning	
Use whiteboards for recording steps of tasks, note taking, to try out spellings, to record ideas	
School has a good range of 'hi-lo' texts (high interest, low reading age) available	

Quality First for Pupils with Cognition and Learning Needs	Check
Range of coloured reading rulers /overlays available	
Use of coloured paper for worksheets/coloured background on Smartboard	
Text is clearly presented – font size 16, clear font (Century Gothic, Ariel), bullet points	
Diagrams and pictures add meaning to text	
Pupil is only asked to read aloud texts in class they are comfortable with/have pre-prepared	
Additional time is provided to complete tasks	
Teach and model memory techniques	
Use coloured pens to support learning, of spellings and spelling patterns, identifying different sections of text, to aid reading of shared work	
Mark starting point of each line with green dot/highlighted margin line	
Highlight lines with orange pen to aid pupils who have difficulty seeing the line	
Use exercise books with appropriate line depth	
Minimise copying from the board	
Mark writing for content	
Use instant marking (verbal feedback during task)	

Maths - the above strategies plus:	
Ask the pupil to explain their reasoning – use talk partners (directly teach rules of turn taking, allowing talk partner time to explain, ensuring one partner is not dominant)	
Ensure mathematical language is clearly understood	
Vary the range of resources over sessions, offering a choice of apparatus to pupils	
Ensure the following elements are in each session: concrete materials, picture, precise use of language, opportunities to reason/explain – make explicit links between each element	
Use subitising to develop understanding of 'oneness of one' and number bonds	
Give lots of opportunities to develop one to one correspondence in the early years and Key Stage 1	
Whenever possible relate learning to real life experiences	
Provide daily exposure to counting skills – count back as often as you count forward	
Encourage jottings to support reasoning	
Use squared paper – one digit one square to aid layout of mathematical work	
Use the following steps to fluency: efficiency (using the easiest method), accuracy (knowledge of number facts and checking back) and flexibility (links/connections to prior knowledge e.g. 3 + 5 = 8… 30 + 50 = 80)	
Help the learner to feel successful and safe to take risks (praise what they have successfully achieved e.g. I like the way you have …)	
When planning, think about misconceptions you might encounter	
Ensure multi-step tasks are delivered in chunks	

Quality First for Pupils with Social, Emotional and Mental Health Needs	Check
Display and refer to class rules/code of conduct, setting clear expectations	
All staff know and apply class rules consistently	
Ensure behaviour expectations are explicit, give clear explanations and modelling expected behaviours	
Say exactly what you want the pupil to do	
Always use clear simple language	
Ensure resources for task are readily available	
Use positive approaches, identify pupil strengths and praise these	
Give a role of responsibility to raise self-esteem	
Audit the learning environment and reduce distractions	
Ensure access to a quiet learning zone/work station as required	
Use visual timetables and task planners to provide structure	
Use calming music when appropriate	
Incorporate tasks which allow movement/movement breaks into daily planning	
Provide kinaesthetic learning opportunities	
Use a visual timer to extend time on task/to measure time on task	
Review seating arrangements – provide alternative seating if this is appropriate	
Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models	
Notice and praise, praise, praise the positives	

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Quality First for Pupils with Social, Emotional and Mental Health Needs	Check
Legitimise movement, by asking pupils to undertake a message	
Provide access to sensory materials (e.g. fiddle toy) as appropriate	
Ensure that the pupil has a safe place to store belongings/sensory materials	
Do not use playtimes as 'catch up times' these pupils need these breaks	
Chunk instructions and learning, supporting with visual cues	
Teach and reward pupils for using whiteboards/post it notes for questions, so the flow of learning is not disrupted	
Use class reward systems	
Use pupils' interests when possible to personalise learning	
Communicate in a calm and clear manner	
Provide access to calming activities, to be accessed as/when required	
Keep instructions positive and clear	
Share positive achievements with home, encouraging home to share with school too	
Transition times are carefully managed, with rules explained and practiced	
Listen to the pupil, making sure you give time for them to explain and reflect on their behaviours	

Quality First for Pupils with Sensory Needs	Check
Pupils with Visual Difficulties	
For pupils with **milder visual difficulties**:	
Provide 'real' multi-sensory experiences	
Ensure pupil is seated in the most appropriate position (to see the whiteboard/Smartboard, teaching staff) taking into account levels of vision in each eye	
Use different coloured backgrounds on Smartboard/writing paper and worksheets to find the best contrast	
Consider lighting within the class – natural/artificial, which is most appropriate? Is additional lighting required?	
Avoid surfaces which may be reflective/promote glare	
Use an appropriate font size	
Intersperse spells of visual activity with less demanding tasks	
Eliminate unnecessary copying from the board	
If copying is required, ensure that an appropriate font size photocopy is available	
Offer a range of writing materials so the pupil can choose the most appropriate to support their vision	
Always use verbal explanations when modelling/explaining to the class, reading aloud as you write on the board	
Avoid standing in front of windows as your face will become difficult to see	
Avoid sharing of texts unless doing so is a priority for social reasons	
If you suspect a child has a visual impairment please refer to the Visual Impairment Team immediately (see Local Offer for details on how you can do this or contact the Visual Impairment Team at SENIS)	

Hearing Needs (developed by Sefton Hearing Impairment Team)	
Ensure seating is appropriate – that the pupil can see the teacher clearly, be mindful of possible better hearing in one ear	
Ensure the light is on the speaker's face and that the speaker does not stand in front of a window or any strong light	
Try not to cover your mouth when speaking	
Remember hearing technologies have an optimal range of one to three metres to access speech clearly	
Ensure the pupil is watching before you speak	
Use visual props to support language development, and concrete objects for vocabulary development	
When speaking to younger pupils, always get down to their eye level so they can focus on your speech and what you are saying	
For younger pupils, use 'topic' themes to develop a bank of early vocabulary. Use pictures, visual props/small world to encourage use of new vocab	
Model language and repeat key phrases (never correct wrong attempts, model the correct word/phrase. Model correct grammar	
Add additional detail to extend language, e.g. 'yes it's a car… it's big and blue…'	
Encourage turn taking, demonstrating natural conversational styles	
Keep background noise to a minimum, keeping doors shut and minimising pupils' talking	
Speak normally and clearly… slowing speech can exaggerate lip pattern and cause difficulties	
Allow thinking and talking time	
Continue to use a rich and varied vocabulary	
Model and teach careful listening, along with signals when active listening is required	

Hearing Needs (developed by Sefton Hearing Impairment Team)	
Encourage other pupils to speak clearly, one at a time and to raise their hand before speaking so that the student knows who is talking	
Repeat contributions from other children as their voices may be unclear	
Check information/instructions have been understood	
Encourage pupils to ask if they have not understood or heard fully	
Always face the class when speaking, e.g. not turning to write on the board while you are talking	
Try not to walk around the room whilst talking as the pupil will find it difficult and tiring to watch your lips as you move	
List tasks/homework etc. on the board	
Explain any new words or technical terms, writing these words on the whiteboard	
Divide listening time into short chunks (when possible)	
Use visual symbols and cues to support understanding	
Develop a discrete method for the student to listen to signal if there is a problem or if support is needed (e.g. coloured card system)	
Do not expect the pupil to listen and take notes at the same time	
Turn subtitles on DVD's/YouTube clips etc	
Monitor the pupil's levels of confidence and self-esteem	
Monitor the pupil's levels of concentration and tiredness	

Motor Skills Needs	
Consider organisation of classroom furniture to allow free movement	
Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'	
Offer a variety of writing tools and writing support materials, e.g. triangular pens/pencils, felt tips, pencil grips	
Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent	
Seating should allow pupils to rest feet flat on the floor	
Ensure desk is at elbow height	
Provide a sloping desk if appropriate	
Check seating – that the pupil can see the teacher without turning the body	
Seat pupil away from distractions (windows/doors)	
Use alternative methods of recording (voice recorder, bullet points, laptop)	
Lined paper in books provides pupil with sufficient space to accommodate handwriting	
Mark starting point on line with green dot/highlight margin or lines	
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	
Set achievable outcomes for recorded work in lessons	
Give instructions in short chunks, checking back understanding of tasks with pupils	
Use different colours for each line on whiteboard if copying from the board is absolutely necessary, leave gaps between lines to aid the pupil	
Use cue cards to help with organisation: 1. Collect the equipment you need 2. Date at the top of the page…	

Motor Skills Needs	
Print or write the learning objective for the pupil in their book	
Ensure equipment is clearly labelled and is kept in the same place in class	
Teach pupil how to use a planner, diary, lists to support organisation	
Allow additional time to complete tasks	
Teach typing skills/provide access to laptops/tablets to support recording skills	
In PE sessions, provide a variety of alternatives which allow the pupil to participate in team games	
Sensory Needs	
Undertake an environmental audit to check and remove environmental distractions	
Provide a quiet space in class which pupil can access as/when required	
Use of fiddle toys/sensory box as required	
Access to sensory room (if available)	

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Quality First for Autistic Learners (developed by Social Communication Team, Sefton)	Check
Work station – quiet, distraction free work area, used for independent learning, contains all the child needs, previously taught on a 1:1	
TEACCH approach – work baskets to indicate start/ finished, left to right organisation, independent tasks	
'First work, then reward' – chunk work using timer and visuals, provide immediate reward	
Use even unusual interests as motivators or rewards "First work, then bottle tops"	
Sensory box – selection of items to help child relax if sensory seeking and anxious	
Individualised visual or colour coded timetable – whole day, half day or lesson by lesson	
Use whiteboard with daily lessons/tasks listed –tick or rub out when completed	
Escape Strategy – quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour	
Use interests to teach learning – count with dinosaurs, use favourite characters to develop descriptions	
Ensure break/lunch times are structured – lunch time clubs, jobs, set times, set place in dining room	
Use distracting techniques to manage and de-escalate behaviour – job, walk, sensory activity	
Help child understand his/her feelings – feeling cards /fans/ words/ colours/ numbers/ faces/ traffic lights/ thumbs up or down	
Keep language simple and concise, give one or two pieces of information at a time	
Break up individual task into manageable chunks – use a task planner	
Be very precise with instructions – say what you want child/young person to do exactly	
Tell/ show child what you want them to do, not what you don't - 'walk in the classroom'	
Use pictures and symbols to reinforce verbal instructions – listen, quiet, tidy up etc.	

Quality First for Autistic Learners (developed by Social Communication Team, Sefton)	Check
Directly teach social skills using symbols/scripts – *'your turn, my turn', 'Can I play?'*	
Make scripts and symbols portable - key ring size ideal or to go inside a high school planner	
Introduce social stories/ comic strips to pre-empt or modify behaviours	
Promote independence at all times – ensure child/young person does what she or he is capable of	
Use task board or instruction list to promote independence e.g. hanging coat up, where to go at lunch time	
Start home/school book or diary or emails to gain understanding of how child is at home and share successes and concerns	
Be alert to bullying on the playground and on high school corridors – engage peer support	
Provide daily mentoring for young person in high school – ensure all worries are addressed	
Use scales and questionnaires to capture child/young person's views – use feedback to adapt strategies	
Provide regular sensory breaks and activities - access to cushions and mats to roll around/ rough and tumble/ extra gross motor/ doing 'carrying' jobs/ running laps/ gym	
Use laptop/voice recorder if writing difficult or very slow or very precise	
At the end of the day the child can write/ draw any negative feelings, post it into a box/shred it so it is 'gone'	
When considering body language do not insist on eye contact, promote turning towards instead	
Be mindful of self-esteem – ensure that staff share positives/ pupils' strengths with child and family	
Provide structure and assigned roles for paired and group work	
Think **SMART** when developing targets: (Specific/ Measurable/ Achievable/ Realistic/ Time limited)	

Quality First for Pupils with ADHD (ADHD Foundation Recommendations)	Check
Teach class rules, refer to these and reinforce them frequently	
Display rules in class, make sure they are clear and unambiguous and written in a positive way	
Establish a clear daily classroom routine	
Display the day's timetable in class	
Provide structure through lists, timetables and verbal reminders	
Appreciate and accept that the pupil is unable to help his/her behaviours	
Have positive expectations	
Be consistent, firm, fair and patient, providing constant feedback	
Use rewards as positive motivators	
Establish positive motivation systems, not punitive	
Allow 'time out' as/if required to move/de-stress/breathe/relax	
Use a 'stop/think/do' approach	
Use a 'when/then' approach	
Facilitate access to a quiet space in school that is accessible	
The start of the lesson is key – make sure everything is set up prior to pupils entering the room	
Count-down to transitions	
Support smooth transitions between lessons (a minute or two earlier than peers leaving lesson with a reliable buddy)	
Use learning buddies/talk buddies	

Quality First for Pupils with ADHD (ADHD Foundation Recommendations)	Check
Allow access to sensory materials and allow pupil to doodle/make notes/mind maps when listening	
Make learning engaging	
Sit pupil near you, at the front of the room, away from windows and bright/colourful displays	
When talking in groups, use a timer so each pupil has a set time limit to share ideas	
Remind whole class to give one sentence only response	
Encourage pupils to stop and think before talking - give 10 seconds before accepting an answer from the class	
Remind whole class about rules for interrupting	
Do not mention their diagnosis/medication publicly	
Try screens to minimise distractions	
Use large type on handouts	
Have one calm wall in class to reduce sensory/distractibility overload	
Chunk lessons and try to incorporate movement within lesson into planning	
Consider pupils standing to write in the lesson	
Encourage use of typing if handwriting is challenging (e.g. www.typingclub.com)	
Recap, review, revisit in every lesson	
Use meditation, mindfulness, yoga, calming music as calming strategies	
Do not ask pupils to work through lunchtime/break – these pupils need movement	
Be kind	

Quality First for Pupils with Dyslexia (incorporates BDA recommendations)	Check
Provide coloured overlays to aid tracking and reduce glare when reading (reading rulers)	
Use coloured paper and backgrounds to Smartboard presentations	
Use appropriate sized font (12 or above) and appropriate font style: Verdana, Arial, Calibri, Century Gothic, Comic Sans	
Provide highlighters to track text/identify key information when reading	
Use different coloured pens to write word lists/when modelling shared writing, write alternative lines in different colours on the board	
Use magnetic letters and boards to practise early word building skills	
Review seating arrangements, try to sit dyslexic learners at the front of class	
Limit copying from the whiteboard	
Offer a variety of writing tools, e.g. felt pens, triangular pens and pencils, pencil grips	
If copying is essential either: Use different coloured pens so pupil can identify individual words or use a whiteboard in front of the pupil	
Pre-tutoring of texts	
Allow processing and thinking time	
Use of talking partners to develop ideas	
Encourage 1:1 correspondence when tracking words (use finger, reading card, eyes to track)	
Make sure you know the level of difficulty of any text you expect the pupil to read	
Limit reading aloud (as necessary)	
Keep instructions clear without use of ambiguous language	

Quality First for Pupils with Dyslexia (incorporates BDA recommendations)	Check
Use visual cues to aid understanding	
Keep Working Walls clear and simple, using colour coding to aid pupil use, refer to these in lessons	
Clearly label resources using picture cues	
Use concrete materials e.g. numicon, dienes, multilink	
Use visual aids for common letter reversals (b/d, p/q)	
Use visual materials: word mats (simple, clear, topical, relevant), high frequency word mats, phonic mats, alphabet strips on tables (upper and lower case), number lines, number squares, times table squares, visual prompts when writing (comic strip approaches)	
Provide alternative methods of recording, e.g. mind maps, post-its, bullet points, flow charts, word cards to break down sentence for pupil to rebuild	
Consider how much is appropriate for the pupil to write (model on task planner)	
Pre-write the Learning Objective	
Ensure all pupils are taught how to use dictionary and thesaurus (at appropriate level) and have these available	
Use visual task planners (or whiteboard notes) to break down task	
Use planners and timetables for organisation	
Use of post it's to aid short term memory (annotate key vocab or key facts)	
Use multisensory approaches (picture, language, written word, artefact/object)	
Make spelling strategies explicit: mnemonics, sounds, chunk, word within a word, know it, analogy	
Where appropriate, encourage cursive writing (dependent on motor skills of pupil) to support writing speed, spacing, and recall of spelling patterns	

Quality First for Pupils with Dyslexia (incorporates BDA recommendations)	Check
Focus on using these strategies to directly teach high frequency/common exception words	
Mark work for content	
Praise the positives	
Use whiteboards to trial spellings in class	
Use IT, apps to reinforce learning	
Teach typing skills and how to use spell check and grammatical functions (see www.typingclub.co.uk)	
Explicitly teach memory skills (use of Kim's Game, I went to market), build retrieval into every session (short quiz at end, questions in session)	
Directly teach pupil their address, birthday, months of year, days of week (record on personal task planner and refer to daily)	
Revise, revisit, review in every session	
Use starters and plenaries to revisit and revise	

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