

Appendix 1

The Special Educational Needs Code of Practice 2014 states;

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff...."

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of pupils can make progress through such teaching."

The following checklists are designed as a guide for classroom practitioners to ensure that high quality teaching ensures maximised learning for all children.

Area of need: Speech Language and Communication	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none">• Rules of good listening (good sitting, good thinking, good looking, good waiting) taught, modelled and regularly reinforced with use of prompt cards, displays, symbols• Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card, verbal cue)• Key words emphasized when speaking• Use of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, story props, role play, gesture• Positive reinforcement• Instructions broken down	<ul style="list-style-type: none">• Programmes advised by Speech and Language Therapy Service• Talking Partners• Nurture Talk• Social Stories/Social skills groups• Receptive language activities e.g. Black Sheep• Talking Tables• Talking Ted• Communication groups

- into manageable chunks
- Sequential instructions given in order of actions
 - Checklists and task lists used (with visual symbols) to ensure pupils know what to do and what equipment they'll need.
 - Information and instructions simplified if necessary
 - Delivery of information slowed down with pauses given to allow processing of information.
 - Pupils encouraged to explain what they have to do in order to check understanding
 - Pupils are given a demonstration of what is expected
 - Pupils understand how to use a system of visual feedback (thumbs up/down, traffic lights) to show if something has been understood
 - Built in waiting time when questions asked (10 secs)
 - Prompt cards (who, where, what happened)
 - Talking buddies
 - Teaching assistants used effectively to explain and support pupils to understand and answer questions
 - Access to quiet, distraction free workspace if needed
 - Pre-teaching of key vocabulary

Area of need: Specific Learning Difficulties	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Make sure you know the level of difficulty of any text you expect the pupil to read • Key words/vocabulary emphasized when speaking • Instructions broken down into manageable chunks • Sequential instructions given in order of action • Teaching sequencing as a skill • Visual timetables/ checklists • Pupils encouraged to explain what they have to do in order to check understanding • Pupils are given a demonstration of what is expected • Pupils understand how to use a system of visual feedback (thumbs up/thumbs down, traffic lights) to show if something has been understood • Access to a quiet, distraction free workstation if needed • Pre-teaching of key vocabulary • Colour coded word walls • Alternative ways to demonstrate understanding (charts, labelled diagrams, matching activities, talking tin lids, i-pad, clips) • Provide and teach use of a range of writing frames • Alphabet strips/word mats • Writing marked for content • Opportunities to work with a scribe 	<ul style="list-style-type: none"> • 1:1 teaching from a specialist teacher • 1:1/ small group multi-sensory support programme eg Soundswrite/Letters and sounds • Daily 1:1 reading • Fischer Family Trust programme • 'Better Reading' programme • Reading recovery/Maths recovery programme • Numicon

<ul style="list-style-type: none"> • Use of ICT to reinforce basic skills • Hi -lo reading books • Songs/rhymes • Extra time for tasks/tests 	
--	--

Area of need: Attention Deficit Hyperactivity Disorder (ADHD)	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • 'Catch' the pupil being good and emphasise the positives in front of other pupils and staff • Give the pupil a classroom responsibility to raise self-esteem • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently- ensuring that supply staff apply same consistency • Play calming music where appropriate • Give breaks between tasks e.g. brain gym • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Use interactive strategies • Make expectations explicit for behaviour and learning by setting clear targets with clear explanations • Use a visual timer to measure/ extend time on task • Use post it notes for questions and ideas rather than interruptions 	<ul style="list-style-type: none"> • Nurture group support to develop concentration and emotional skills • Kids Skills programme • Small group work to develop listening, attention and turn taking • Regular sessions with Learning Mentor/trusted adult • In class support to facilitate access to the curriculum •

- Provide alternative seating at carpet time
- Give a set time for written work and do not extend into play time to 'catch up'-the pupil will need these breaks
- Allow the pupil to use a 'fiddle toy'/wobble cushion
- Use pupil's name and give eye contact before giving instructions
- Chunk instructions and support with visual cues
- Personalise teaching where possible relating work to pupil's interests
- Communicate in a calm, clear manner
- Listen to the pupil giving them the opportunity to explain their behaviours
- Keep instructions, routines and rules short, precise and positive.
- Provide visual timetables and task lists
- Have a range of simple, accessible activities that the pupil enjoys to use as a calming exercise
- Ensure that groupings provide positive role models
- Take time to find pupils strengths and praise these- ensure pupil has opportunities to demonstrate their skills to maintain self-confidence

Area of need: Autistic Spectrum Condition (ASC)	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Use pupil's name before giving instructions • Some pupils will benefit from having an individual work station for some activities • Give clear, explicit instructions in the order in which they are to be done. Sometimes may need to give 1 instruction at a time • Ask the pupil to explain the instruction to ensure understanding • Visual timetable • Visual checklists • Now/next charts • Do not use phrases such as 'would you like to.../shall we...be explicit' • Use visual cues to make verbal information meaningful • Give examples of completed work so that the pupil knows what the finished article looks like • Use pre-teaching, T.V programmes/computers/ i-pads to make abstract concepts more tangible • Make initial eye contact, but do not expect to maintain it • Allow the child time to think and process information • Have clear, predictable routines • Minimise the use of abstract language • Some pupils will benefit from 	<ul style="list-style-type: none"> • Small group/1:1 work to develop social skills e.g. Socially Speaking/ 'Talkabout' books (Alex Kelly) • Support/ alternative provision for breaktimes/lunchtimes • Nurture group support to develop social skills • Support at times of particular stress e.g. P.E/beginning or end of the day • Regular sessions with Learning Mentor/ trusted adult • Social stories written for particular areas of difficulty • Comic strip conversations work to develop understanding of situations • In class support to facilitate access to the curriculum

<p>having a card which allows them to signal that they need to leave the classroom when stressed to go to a pre-agreed place</p> <ul style="list-style-type: none"> • Ensure that preferred methods of communication and language are known by all staff within school 	
---	--

Area of Need: Co-ordination Difficulties	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Consider organisation of classroom to allow free movement. • Allow the child plenty of space to work-where space allows place next to a free desk if appropriate • Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent • Seating should allow the pupil to rest both feet flat on the floor • Desk should be at elbow height • Sloping desk provided if necessary • Pencil Grips • Wobble cushion • Encourage different ways of recording work as an alternative to writing • Lined paper with wider spaces to accommodate child's handwriting • Mark starting point on each line with a coloured dot • Attach paper to desk with 	<ul style="list-style-type: none"> • Programmes and strategies recommended by the occupational therapy service • Co-ol Project • Clever Fingers • Doodle Sticks • Dough Gym • Dough Disco • Squiggle While You Wiggle • Use of voice recognition software

<p>tape</p> <ul style="list-style-type: none"> • Cue cards/checklists • Can the Learning Objective be written for the child? • Use planner/ dairy/lists • Additional time to complete tasks • Access to computer • Teach keyboard skills 	
--	--

Area of Need: Hearing Impairment	
Quality First Teaching	
<ul style="list-style-type: none"> • Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good) • Gain pupils attention before giving important information/instructions • 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 	<ul style="list-style-type: none"> • Equipment and resources as recommended by the Sensory Support Service/audiologist e.g. Sound ranger system, loop system, hearing aids • A language programme such as 'Time to Talk' may support language development for a hearing impaired pupil by offering a quiet, small group forum

- | | |
|---|--|
| <p>more unclear</p> <ul style="list-style-type: none">• Check that oral information has 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 | |
|---|--|

Adapted from ' Inclusive Quality First Teaching or Additional to/different from' a practical classroom guide to maximise learning for pupils-Targeted Education Support Service July 2013