

Quality First Teaching for SEND Pupils

<p style="text-align: center;">Classroom Environment</p> <ul style="list-style-type: none"> • Well organised classroom • Calm learning environment • Working walls and relevant displays • Consider dyslexia friendly presentation e.g. font (<i>Arial and Comic Sans. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans</i>) and colour and contrast (<i>Use dark coloured text on a light (not white) background. Avoid green and red/pink. Consider alternatives to white backgrounds - use cream or a soft pastel colour.</i>) 	<p style="text-align: center;">Cognition and Learning</p> <ul style="list-style-type: none"> • Clearly designed lesson plans • Differentiation • Learning intentions and success criteria consistently shared with children • Plenty of opportunities to involve and engage with pupils • Use of ‘cold calling’, not just ‘hands up’ • Opportunities for pupils to talk and work individually, in pairs and in groups • High quality questioning for children of all abilities (Afl) • An expectation that pupils will accept responsibility for their own learning and work independently. 	<p style="text-align: center;">Cognition and Learning cont.</p> <ul style="list-style-type: none"> • Appropriate use of modelling and explaining for pupils • Opportunities to use physical resources/manipulatives • Scaffolding tools are used as appropriate Graphic organisers (e.g. writing frame, story map, spider diagram) are used as appropriate • Regularly using encouragement and specific praise to engage and motivate pupils. • Access to good quality resources • Access to ICT • Classroom assistants planned for and used to maximize learning
<p style="text-align: center;">Communication and Interaction</p> <ul style="list-style-type: none"> • Use of visual time tables • Visual aids • Topic /spelling banks • Phonics mats • Use of graphic organisers e.g. sentence starters, writing frames • Always use a pupil’s name • Clear and age-appropriate instructions • Appropriate time to process verbal questions or instructions • Regular and explicit classroom routine • Language clear and unambiguous at all times. 	<p style="text-align: center;">Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Groupings provide positive role models • All adults promote well being • There is an ethos where asking for help and support is okay and is welcomed • All staff are committed to developing a safe and secure environment for all 	<p style="text-align: center;">Sensory and Physical Needs</p> <ul style="list-style-type: none"> • Appropriate seating positions are considered (noise, light, proximity to board and/or teacher) • Appropriate noise levels are maintained • Sound field system in every classroom • All adults speak clearly and naturally • Opportunities to work with a learning partner