Examples of Quality First Teaching

Cognition and Learning	Social, emotional and mental health	Communication and interaction	Sensory and/ or physical
• Use of a voice recording device such as talking tins. • Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful • Limit concurrent processing demands • Offer short, personalised instructions in the correct task sequence • Encourage the pupil to make a checklist Increase general visual support to aid recall. This can be in the form of word webs (see resources), picture cues; visual task timelines, story maps and graphic organisers • Develop a 'Park It' system. The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later. These can be reviewed with an adult at an appropriate time • As part of lesson plenaries include a retrieval practice activity • Limit copying. Give the pupil their own table top copy to highlight/interact with • Provide visuals to support vocabulary	• Teach different emotions. Use a range of vocabulary to support each emotion. • Teach that emotions are on a sliding scale, you don't have to get to a 5 to reset. • Introduce a self-regulation and monitoring chart (see resources). Offer a classroom safe space for withdrawal. Agree how long the pupil can remain there and what sort of activities are acceptable. A pop-up tent may provide a helpful self-regulation space. • Provide the pupil with an exit strategy, ensure they have a clear, safe 'flight path' to exit the classroom and a safe space to retreat to. • Brief and debrief the pupil. You can implement visual debrief strategies such as, Backward Chaining or Comic Strip Conversations. Discuss what is going to happen, how they might feel and what strategies they can use to manage the situation/their reaction. • Discuss how the situation when and what they might have learnt. Develop a coping plan for dealing with feelings • To begin with offer small, private praise. When developing an approach for the child to receive praise reflect on the experiences of parents and previous teachers, they may have trialled strategies in the past. • Encourage other pupils to compliment the target pupil. This can be introduced whole class via peer marking approach.	Speech, Language and Communication Needs • Use picture-word flash cards regularly for key vocabulary • Use a mini whiteboard to record instructions in 'First/Then' format • Plan time to pre-teach key vocabulary separately to using them in context • Sentence starters • Talk buttons - Always use a pupil's name • Clear and simple instructions (use SMART method) • Extra time to process verbal questions or instructions Communication difficulties, including autism spectrum condition (ASC) • Use visual time tables or prompts to structure routines • Have a regular and explicit classroom routine • Keep language clear and unambiguous at all times • Avoid sarcasm • Expectations made explicit • Individualised social stories • Calm learning environment— including teacher! • Anxiety monitoring cards e.g. traffic card system.	• Heavy work activities such as climbing, sweeping, pushing and pulling games; • Indicate boundaries with tape; • Provide a 'sitting spot'; • Use of a buddy to model and lead; • Break activities into small steps; • Allow leaning against furniture/ walls; • Stretchy band play; • Avoid dangling feet; • Provide a weighted blanket or lap weight. • Use larger, more forceful movements before refining patterns. • Select heavier objects for playing. Create an individual sensory diet plan (See resources). Review and consider the impact of adjustments after an appropriate period of time. • Create a sensory break area within the classroom and teach children how to monitor and regulate their level of alertness • Provide a small box containing a range of tactile materials such as silk ribbon, various grades of sandpaper, corrugated card, felt, velvet, elastic/lycra backed with velcro so that children can stick them onto their desks to stroke according to their sensory needs – a menu

Walton-on-Trent Local Offer
Areas of Need and Interventions

Interventions			
Cognition and Learning	**Social, emotional and mental health**	**Communication and interaction**	**Sensory and/ or physical**
Maths	**Social**	**Attention**	**Sensory**
Times tables Number Sense	ELSA Playground games Board game lunch club	Ginger Bear High Attention Box	Sensory activities
Reading	**Mental Health**	**Language**	**Gross Motor**
Little Wandle Catch-up Precision Teaching Action Words Priority Readers Beat Dyslexia	ELSA	Colourful semantics Talk Boost	Fizzy
Writing	**Emotional**	**Turn-taking**	**Fine Motor**
SNIP Speedy Spellers Colourful Semantics Beat Dyslexia	Play Mobil Lego Therapy	Lego therapy	Touch Typing Active Hands Write for the Start
Speaking			**Attention**
SALT			High Attention Box
Understanding			
Language Builders- Elkan?			
Memory			
Memory games			