

Quality First Teaching Toolkit

Barnet Education and Learning Service

**This toolkit has been developed by members of the
Inclusion Advisory Team**

Quality First Teaching Toolkit



Your inclusive practice



Early Years Strategies

Communication and Interaction

Areas of Impact



Sensory and Physical

Cognition and Learning

Social Emotional and Mental Health



Areas of Impact

Memory supported by demonstration and modelling of memory techniques



Always be child centered



Instructions given in small chunks with visual cues and repeated



Classroom support planned for and used to maximise learning and promote independence



Range and variety of groupings within the class



My Inclusive Classroom

Praise is specific and targeted. Transitions are planned according to the child's needs



Always work in partnership with families, share successes share, ask questions



Understanding is demonstrated in different ways



Understanding is checked by asking pupils to explain. Assessments are used to inform next steps



Classroom well organised and labelled with pictures and symbols



My Inclusive Classroom

Visual system in place to allow pupil to show understanding



Pupils names are used to cue in



The classroom environment/learning wall promotes new vocabulary and learning. New vocabulary is shared with home



Range of multisensory approaches used to support spoken language e.g. symbols, pictures, objects, role play



Access to a quiet space if necessary



Communication and Interaction

Instructions given in small chunks with visual cues and in order



Wait time is provided for processing and response time



Rules for listening are displayed, taught and modelled



Ensure preferred level of communication (as well as preferences relating eye contact) is known by all staff



Talk buddies are used to encourage a response



Catch the pupil being good and **emphasize positives**, celebrate **strengths** they have. Think about **seating and grouping**



Transition times are clearly **taught**, **planned** for and **actively managed**



Range of **multisensory** approaches used to support understanding. **Visual** approaches used to support **keeping on-task**



Teach use of **post-it notes** for **questions and ideas** rather than **interruptions**



Make **expectations for behaviour explicit and clear**, **model and reward**, share **successes** with home too



Social Emotional and Mental Health

Use **interactive strategies**. Communicate with **clear instructions**, use **clear routines**



Listen to pupils give **opportunities** to **explain their behaviours**

Give **regular planned, legitimised learning breaks** e.g. message taking, fiddle toys,

Give **classroom responsibility** to raise **self-esteem**



Access to a **quiet space, quiet time**, that suits them and when they need it. Have **calming activities** that follow their **interests**



Social, Emotional, and Mental Health Strategies

Visual

Multisensory experiences



Glasses clean and on

Consider lighting and where you stand



Limit inessential copying from the board

Say the pupil by name, cue them in



Sensory and/or Physical Strategies

Physical

Accessibility of the classroom



Think about seating/organisation, check table heights

What ways can you capture work e.g. oral, computer?



Break activities into smaller chunks

Think about rest breaks levels and effort needed



Hearing

Seating – can the pupil sit at or near the front



Minimise classroom and environment noise

Check pupils understanding Unsure hearing aids are working



Allow wait and processing time

Repeat contributions from other children



Use visuals as much as possible

Simple language is used. Emphasise **key words** and vocabulary
Pre teach and share new vocabulary



The **child** and the **family** are at the centre



Range of **multisensory** approaches used to support understanding and language e.g. objects, pictures, symbols, other visual prompts and timetables



Think about the **sensory needs**. **Plan** for sensory experiences and regular breaks



Repeat activities many times and over many days



Wait time is provided for processing and response time



Early Years

Comment on what they are doing, **join in** with their play, **use their name**



Model what to do and then **get them to repeat** it straight away



Tasks are broken down into small chunks with **visual cues**



Teach key skills and concepts in positive **everyday situations**, not when in crisis

