

Quality First Teaching Tips Toolkit

Barnet with Cambridge

This toolkit has been developed by members of the SEN
Support work stream.



— with —



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



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



My Inclusive Classroom

Understanding is demonstrated in **different ways**



Classroom well **organised** and **labelled** with **pictures** and **symbols**



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



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



My Inclusive Classroom

BARNET
LONDON BOROUGH

— with —

CAMBRIDGE M
EDUCATION M

Visual system in place to allow pupil to show understanding



Names are used to cue in



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



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



Instructions given in small chunks with visual cues and in order



Talk buddies are used to encourage a response



Access to a quiet space if necessary



Wait time is provided allowing time for processing and response



Communication and Interaction

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



Communication and Interaction Strategies

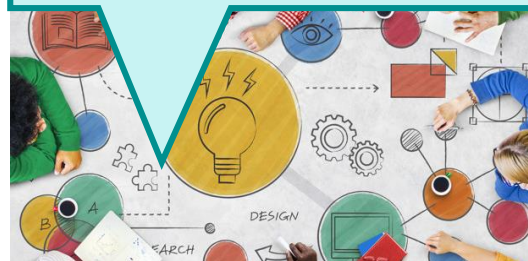
Key learning points are **reviewed** during and at the end of the lesson



Links to prior learning are **made** regularly



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



Know the **text difficulty** you are expecting them to read



Instructions given in **small** chunks with visual cues and in order



Emphasise **key words** and vocabulary. **Pre teach** and share new vocabulary with home



Wait time is provided allowing time for processing response



Cognition and Learning

Rules for listening are **displayed, taught and modelled**, preferences for listening are known



Pupils encouraged to **explain** what they have understood. Consideration given to **home language**



Access to a **quiet space** if needed



Catch the pupil being good and emphasise positives, celebrate strengths. 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 and finishing tasks



Teach use of post-it notes for questions and ideas so as to manage continual interruptions



Make and model clear, explicit expectations for behaviour share successes with home too. Behaviour as a form of communication



Give classroom responsibility to raise self-esteem



Social Emotional and Mental Health

Listen and give pupils give opportunities to explain their behaviours



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



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



Access to a quiet space that suits them when they need it. Have calming activities that follow their interests. Emotional regulation is taught



Social Emotional and Mental Health Strategies

Visual

Multi
sensory
experiences



Check
pupils'
glasses are
on and
clean



Consider
lighting and
where you
stand

Limit
inessential
copying from
the board



Say the
pupil by
name, cue
them in



Hearing

Use **visuals** as
much as possible

I want	I see	thank you
drink	biscuit	apple
cake	crisps	banana
book	sand	bricks
pens	farm	puzzle
shoe	jumper	trousers
coat	sock	hat

Seating – can
the pupil sit
at or near the
front



Minimise
classroom
and
environment
noise



Check pupils
understanding
Ensure hearing
aids are
working



Allow wait
and
processing
time

Repeat
contributions
from other
children



Sensory and/or Physical

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



Sensory and/or Physical Strategies

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

I want		I see		thank you	
	drink		apple		crisps
	book		sand		banana
	shoe		bricks		farm
	jumper		pens		puzzle
	trousers		coat		sock
	hat		hat		hat

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



Repeat activities many times and over many days



Wait time is provided allowing time for processing and response



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



Early Years Strategies