

High Quality First Teaching for SEND

COMMUNICATION AND INTERACTION	Class:	
	Area of Need: Communication and Interaction (e.g. Autism Spectrum Disorder)	Student name
	'Rules' of good listening displayed, taught, modelled and regularly reinforced	
	Students aware of pre-arranged cues for active listening (e.g. symbol, prompt card)	
	Student's name or agreed cue used to gain individual's attention – and before giving instructions	
	Key words/vocabulary emphasized when speaking and displayed visually with picture	
	Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play	
	Instructions broken down into manageable chunks and given in the order they are to be done	
	Checklists and task lists – simple and with visual cues	
	Delivery of information slowed down with time given to allow processing	
	Students are given a demonstration of what is expected	
	System of visual feedback in place to show if something has been understood	
	Students are encouraged – and shown – how to seek clarification	
	Talking buddies or similar used to encourage responses	
	TAs used effectively to explain and support students to ask and answer questions	
	Classroom furniture and groupings considered where students with speech & communication needs can see visual prompts and the teacher	
	Avoid explicit ability grouping	
	In group work, make roles explicit to manage group dynamic and fulfil potential	
	Access to a quiet, distraction free work station if needed	
	'Word walls' or similar to develop understanding of new vocabulary	
	Parents advised of new vocabulary so it can be reinforced at home	
	Appropriate use of visual timetables – personalised to the child	
	Minimise use of abstract language	

COGNITION AND LEARNING	Class:	
	Area of need: Cognition and Learning (e.g. Dyslexia)	Student name
	Make sure you know the level of difficulty of any text you expect the student to read	
	Key words/vocabulary us emphasized when speaking and displayed clearly	
	Pre-teaching of subject vocabulary	
	Instructions broken down into manageable chunks and given in sequence	
	Teach sequencing as a skill e.g. sequencing stories, alphabet etc.	
	Students encouraged to explain what they have to do to check understanding	
	Links to prior learning explicitly made	
	Key learning points reviewed at appropriate times during and at the end of lesson	
	Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders	
	Provide – and teach use of – range of writing frames to aid organisation	
	Mark writing for content – encourage students to highlight one or two words themselves that may be incorrect to be looked at later (Check and Correct)	
	Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children etc.	
	Use IT programs and apps to reinforce and revise what has been taught	
	To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.	
	Range of coloured overlays/reading rulers available	
	Coloured paper for worksheets and coloured background on smart board	
	Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low threat)	
	Text presented clearly uncluttered, use bullet points and clear font (dyslexia friendly)	
	Diagrams and pictures to add meaning alongside text	
	Cloze procedure exercises to vary writing tasks and demonstrate understanding	
	Don’t ask Student to read aloud in class unless you know they have pre-prepared and are comfortable with this	
	Additional time to complete tasks if necessary and model memory techniques – consolidate and ‘overlearn’ key concepts	
	Minimise copying from the board - provide copies for student if necessary	

SOCIAL, EMOTIONAL AND MENTAL HEALTH	Class:	
	Area of Need: Social, emotional and mental health	Student name
	Take time to find student's strengths and praise these – ensure that the student has opportunities to demonstrate their skills to maintain self-confidence.	
	'Catch' the student being good and emphasize positives in front of other students and staff (where appropriate)	
	Give the Student a classroom responsibility to raise self-esteem	
	Refer Students regularly to school expectations and rules – be clear and consistent	
	Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources	
	Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up	
	Use interactive strategies e.g. Students have cards/whiteboards to hold up answers, come to the front to take a role etc.	
	Make expectations for behaviour explicit by giving clear targets, explanations and modelling	
	Use a visual timer to measure and extend time on task – start small and praise, praise, praise	
	Teach students how to use post-it notes for questions and ideas rather than interruptions (when appropriate)	
	Legitimise movement by getting student to hand out books/be a classroom monitor, collect an item, use a 'fiddle toy' if necessary	
	Give a set time for written work and do not extend into playtime to 'catch up' – the student will need these breaks	
	Use student's name and ensure you have their attention before giving instructions Chunk instructions and support with visual cues.	
	Make use of different seating and grouping arrangements for different activities	
	Sharing an overview of the lesson for the students to understand the journey they are on – plan for breaks and changes	
	Modify language to ensure clear understanding of what they are to do	

SENSORY AND PHYSICAL	Class:	
	Area of Need: Sensory and Physical	Student name
	Give as many first hand 'real' multi-sensory experiences as possible	
	Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye	
	Try out different paper/Smartboard colours to try to find best contrast Consider lighting – natural and artificial – which is most comfortable?	
	Avoid shiny surfaces which may reflect light and cause dazzle	
	Take advice from specialist teams related to font style and size	
	Short spells of visual activity should be interspersed with less demanding activities	
	Eliminate inessential copying from the board	
	Where copying is required, ensure appropriate print size photocopy is available	
	Ensure range of writing materials is available so that Student can choose most appropriate to maximize vision	
	Always uses verbal explanations when demonstrating to the class	
	Read out aloud as you write on the board	
	Address the Student by name to get their attention	
	Avoid standing in front of windows – your face becomes difficult to see	
	Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.	