



St Andrew's Quality First Teaching

Universal Offer

Cognition and Learning	Communication & Interaction	Social Emotion & Mental Health	Physical & Sensory
• Adapted teaching– planning, learning, resources, scaffolding etc. • Pre- teaching of subject vocab • Teaching sequencing as a skill • Text presented clearly – bullet points, • Pupils encouraged to verbally explain concepts - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Concrete and pictorial supporting Maths • Alternative ways of demonstrating understanding eg. diagrams, mind maps, typed documents, videos • Provide a range of writing frames • Word mats designed for specific subjects/lessons • Opportunities to work with a scribe or use ICT when appropriate • Use of ICT/apps to reinforce what has learning • Use of ICT/apps for e.g. dictation, typing • Coloured overlays, coloured paper for worksheets & coloured background on Interactive White Board • Extra time to complete tasks • Learning buddies • Tactile resources • Dual coding devices • Use of quality texts to make learning real life • Use of teaching and learning toolkit and Walkthrus • Use of calm corners and neutral colours throughout classrooms • structure to lessons and sharing of knowledge organisers • Multi- sensory teaching	• Structured class routines • Using songs and actions to reinforce routines • Visual timetables supported by Widgit • Now/next charts • Use of key words/vocabulary emphasised when speaking • Multi- sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role- play • Instructions in manageable chunks • Checklists and task lists • additional time given for processing • Prompt cards used to support understanding • Talking partners used • Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet work areas • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • Eye contact as necessary for the child • Lanyard visuals to support children • Use of teaching and learning toolkit and Walkthrus • Calm corners and neutral colours throughout classrooms • Flash Academy • Social Skills groups • Emotional regulation mats	• Emphasise positives to develop children's self - confidence • Give pupils classroom responsibilities • Refer regularly to school/classroom rules • Calming music • Weighted blankets • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Moving around/sensory breaks • Whole class sensory circuits • Interactive strategies eg. Show me boards • Clear behaviour expectations modelled by staff • Rainbow room • The Nest (nurture space) • Calm areas in all classrooms to support self regulations • Visual timers • Use post- it notes for questions rather than interruptions • 'Fiddle' resources • Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect pupils' interests • Transition from whole class work to independent is taught and actively managed • Reward system - Dojos • Wobble cushion/resistance bands to support sitting in chairs or on carpet spot • Meet and greet at key transition points e.g. start of day, lunchtime etc. • Sensory circuits in shared areas • WINE statements – Trauma Informed resources • Restorative conversations • Calming music • Careful consideration of seating • Play therapy • Building good relationships and a sense of belonging • Pastoral support • myHappyMind • Chill Out Club • Mental Wellbeing Champions	Visual • Coloured overlays/ different coloured paper • Consider lighting – natural and artificial • Eliminate non-essential copying from the board • Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Use Ipad for reading if text is too small in physical book • Consider seating – sat at the front closer to board/resources • Font size and type Hearing • Careful seating– closest to the teacher • Keep background noise to a minimum– if severe use felt in pencil pots etc., reduce use of velcro • Slow down speech rate • Allow more thinking time • Repeat contributions from other children – their voices may be softer and speech more unclear • Check that oral instructions have been understood • Face the pupil when speaking & keep hands away from mouth Co- ordination • Sat at table where there is sufficient space • LH & RH pupils not next to each other with adjacent hands • Desks at elbow height • Sloping desk stand if appropriate • Seated with minimal distractions. • Encourage oral presentations or use of ICT as an alternative to written work where appropriate. • Lined paper with sufficient wide spaces between lines to accommodate pupi's handwriting. • Range of fine motor and gross motor activities • Pencil grips Other • Creation of care plans • Ramp access