

## Quality First Teaching in the curriculum

Quality first teaching is our first response for any students who may be experiencing any kind of difficulty in accessing the curriculum.

Critically, **'every teacher is a teacher of SEN'** (DfE, 2014) and as a result, every teacher at Mandale Mill Primary School tailor their pedagogy to support students who have a diagnosis or may have SEND.

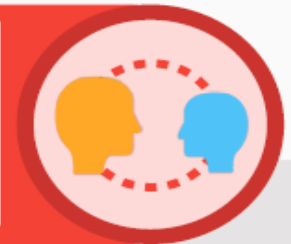
Each lesson will be adapted to suit the needs of any Child with SEND in that class, be it during the input or the physical work itself by ensuring that reasonable adjustments are made. Teachers shall be facilitators. They will support where appropriate and targeted support given if needed. Through observations and interactions, teachers will address any misconceptions and will provide a consistently supported environment for each SEND Child.

Students with SEN should be supported to keep up with their peers while being included in the classroom as much as possible.

At Mandale Mill Primary School we focus on 5 approaches that add maximum value for all learners, not just for those with SEND. These are:

### 1 Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



### 2 Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



### 3 Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



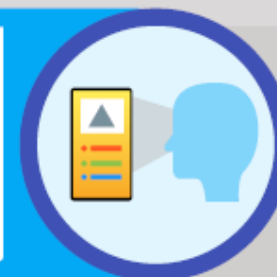
### 4 Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*



### 5 Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*



# Specific Learning Difficulties (SpLD)

SpLD includes dyslexia, dyspraxia and dyscalculia.

Main areas of difficulty:

## Dyslexia

- Accurate and fluent word reading and spelling

## Dyscalculia

- Basic number concepts
- Time concepts e.g. 'yesterday'

## Dyspraxia

- Controlling movement/fine and gross motor skills
- Following instructions
- Limited concentration

## Overall

- Difficulty processing and remembering information
- Sequencing and organising ideas
- Copying from the board
- Working memory
- Fine motor skills

## Classroom strategies

**The strategies used for students with MLD should also be used for SpLD, in addition to the following:**

- Try using off-white or cream background for writing
- Avoid worksheets or PowerPoint slides that look too 'busy'. Keep it very simple.
- Use headings to break up text where appropriate, and bulleted lists to organise information.
- Use a multi-sensory approach (visual and kinaesthetic, pictures and objects).
- Try to link concepts to real life, concrete examples.
- Use clear, unambiguous language and keep redundant information to a minimum.
- Provide visual support for new vocabulary.
- Keep clutter in the classroom to a minimum.
- Help with organisation by providing timetables/schedules for the lesson, checklists, equipment lists etc.

# Moderate Learning Difficulties (MLD)

Pupils with MLD tend to find learning in all areas of the curriculum difficult, and struggle with Literacy.

## Main areas of difficulty:

- Lack of basic Literacy skills
- Poor working memory – difficulty processing, retaining and recalling information.
- Poor listening skills.
- Limited vocabulary.
- Short attention span.
- Difficulty following instructions.
- Difficulty understanding abstract ideas such as time.

## Classroom strategies:

- Check the reading ages of text you use in class against the reading ages of your pupils – do they match up?
- Pre-prepare pupils by introducing key vocabulary before looking at text.
- Pair pupils with a 'reading buddy' so they can share reading and discuss the text together.
- Provide opportunities for pupils to practice specific comprehension skills, such as predicting, questioning, clarifying and summarising.
- Provide stimuli to help generate ideas in writing e.g. visuals, real-life objects, role play.
- Encourage pupils to draft writing independently on whiteboards before writing in books, so they develop confidence in their own writing ability.
- Provide a 'graphic organiser' e.g. writing frame, mind-map, flow diagram. Sticky notes that they can reorganise.
- Chunk down instructions and don't expect them to remember verbal instructions.
- Provide memory aids such as word mats, number lines.
- When introducing new content or ideas, especially abstract concepts, try to relate it to their own experiences, or build a narrative around it. Young people are more likely to remember a story, especially if you can include any personal anecdotes.

# Attention Deficit Hyperactivity Disorder

Under the umbrella of SEMH. A condition in which people find it difficult to focus their attention or control their behaviour.

## Main areas of difficulty:

- Hyperactivity - the pupil is often restless, can't sit still, talks a lot, fidgets, runs or climbs excessively.
- Inattentiveness – the pupil lacks self-control, acts without thinking, interrupts or blurts out inappropriate comments, talks back, loses temper, can appear aggressive.
- Impulsiveness – the pupil is disorganised, has difficulty keeping on task, appears easily bored, is forgetful, loses things, makes careless mistakes, doesn't seem to listen.

## How might it manifest itself in lessons?

- Struggling to focus on conversations
- Struggling to stay on task
- Remembering to bring the right equipment and resources
- Difficulty organising their work
- Unable to appropriately prioritise tasks
- Difficulty adjusting to frequent changes of activity
- Not always realising or considering the consequences of their actions or seeing things from another's perspective
- Unable to co-ordinate their actions and/or sit still
- Unable to wait or turn-take
- Problems sequencing words when expressing themselves, both verbally and in writing
- Poor working memory
- Slower to process or recall information
- Struggle in afternoon lessons due to poor sleep patterns at night.

## Classroom strategies:

- Sit near to positive peer role models, but away from distractions like windows, heaters etc.
- Have a clear and consistent routine for every lesson e.g. they always have to come in and answer a question on the board.
- Keep instructions clear and simple.
- Use the pupils name and make sure you have their attention before you give them instructions.
- Ask the pupil to repeat instructions back to you or show you what they should be doing.
- Give clear expectations of the minimum amount of work you expect to be completed by a given time.
- Provide regular time updates or give the pupil a clock/timer to monitor their own tasks.
- If a pupil starts to lose focus during a class discussions, direct a question at them.
- If a pupil is struggling to maintain focus in group work, give each member of the group a role to fulfil, or a structure to follow.
- During longer tasks, build in a 'movement break' if it's appropriate.

# Autistic Spectrum Disorder

ASD affects the way a person experiences the world around them, communicates and relates to others.

## Main areas of difficulty:

- Social understanding – differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships.
- Interests and Information Processing – Differences in perception, planning, understanding concepts, generalising, predicting, managing transitions, passions for interests and ability to absorb auditory or spoken information.
- Sensory processing - Hypo (low) sensitivity, Hyper (high) sensitivity which can affect all 5 senses, and proprioception which can lead to lack of understanding of personal space, or the overwhelming need for personal space.
- Communication and interaction – can be SLCN as per the previous slide, or range from highly articulate (which can mask a deeper misunderstanding) to non-verbal.

## How might it manifest itself?

- Problems with recognising understanding the feelings of others and managing their own feelings.
- Difficulty forming friendships.
- Difficulties with non-verbal communication e.g. eye contact, facial expressions, tone of voice.
- Difficulty understanding inferred meanings of language e.g. idioms.
- Issues with understanding or predicting other people's intentions and behaviour.
- Difficulty imagining situations outside of their own experience.
- Inflexible thinking and behaviour due to difficulties with imagination.
- Struggle to manage transitions and resistance to change.
- Reactions to sensory stimuli that may seem out of proportion.

## Classroom strategies:

- Reduce unpredictability with very clear classroom routines.
- Keep classrooms clear of clutter and keep noise to a minimum, including noise from open windows, speakers left on but not in use, etc.
- Try to use visual stimuli for instructions, routines and give advance warning about changes in routine.
- Speak clearly and break down instructions or processes.
- Avoid sarcasm or metaphorical language e.g. idioms.
- Use pupil names when speaking to them.
- Be very specific with success criteria, even for straightforward tasks e.g. "I would like you to think of 3 reasons and write them on your whiteboard."
- Create opportunities for peer interaction, but give clear roles and structures for the interaction.
- Carefully scaffold tasks that require imagination or empathy

# Speech, language and communication

SLCN is an umbrella term to describe young people who have difficulty communicating with others

## Different types:

- Speech and language delay – development isn't what would be expected for a child of that age.
- Receptive Language difficulty – problems with understanding words, sentences or instructions
- Expressive Language difficulty – issues with using language to express ideas, needs or feelings.
- Speech or articulation difficulty – difficulty saying words clearly using the correct sounds
- Social interaction difficulty – problems following the rules of communication and difficulty interacting socially with others.

## How might it manifest itself?

- Misunderstanding other people's actions or intentions in communication.
- Their communication can come across as insulting or rude when they don't mean it to be.
- Becoming self-conscious or frustrated by their inability to communicate.
- Can lead to behavioural difficulties or negative social relationships e.g. becoming angry with peers because they can't make themselves understood.
- May withdraw from activities that involve communication.
- Young people with SLCN can be particularly vulnerable to bullying.

## Classroom strategies:

- Make sure noise levels are such that everyone can hear and be heard.
- Have clear and consistent routines around communication e.g. for turn-taking when speaking.
- Provide good models of speech by speaking clearly and not too quickly.
- Provide lots of opportunities for the pupil to talk. In paired/group talk, ensure the pupil is working with peers who are positive speaking and listening role models.
- Ask the pupil (discretely) to repeat what you've said in their own words so you can check understanding, particularly when you have given them instructions.
- Introduce keywords before the lesson, then provide opportunities for them to review and revise keywords through fun activities e.g. 'What am I?'
- Allow them time to formulate their responses. Try not to jump in or speak for them as it undermines their efforts to speak for themselves.



# Sensory/Physical Difficulties

## Main areas of difficulty:

### Hearing Impairment

- Difficulty in noisy environments
- Issues with language development due to not hearing all the sounds/words in an utterance.
- Vocabulary deficit due to not picking up incidental information (gained by listening to others)
- Needs extra time to process and respond.
- Difficulty joining in group discussions.

### Visual Impairment

- Frequent headaches
- Issues with reading and handwriting
- Difficulty understanding visual/spacial awareness/concepts

### Physical Disability

- Controlling movement/fine and gross motor skills
- Mobility and movement around school

Main areas are HI, VI and PD

### **Overall:**

May become socially isolated.

May become fatigued easily due to the extra effort required

May miss important information.

May need to be positioned in a certain place in the classroom.

YOU MUST CHECK THE FUTURE STEPS PROGRAMMES OF THESE STUDENTS FOR SPECIFIC INFORMATION ABOUT ADJUSTMENTS YOU NEED TO MAKE IN YOUR CLASSROOMS.

### Classroom strategies

- Say pupil's name before speaking to them and ensure know you are addressing them.
- Provide opportunities for multi-sensory and 'hands-on' learning, especially for pupils who may lack context or whose experiences outside of school may be limited.
- Minimise background noise.
- Provide notes, rather than expecting pupils to make them from the board.
- These pupils will often have a lot of one-to-one support across school, so ensure your planning provides plenty of opportunities for pupils to work independently.



**What kind of tasks are especially challenging for someone with learning and cognition needs?**

- Reading extended tasks, especially under timed conditions.
- Extended writing, especially under timed conditions.
- Processing high volumes of information at speed.
- Following multi-step instructions – especially those given verbally.
- Copying from the board.
- Laying out information without a model.
- Trying to structure extended writing independently.
- Remember large amount of information – particularly in working memory.
- Retention of key information.
- Interpreting written information, including marking and feedback.
- Learning subject specific vocabulary, especially spellings.
- Independently proof-reading work and correcting errors independently.

### **Removing barriers to children's learning in the curriculum**

- Pre-teaching of challenging vocabulary, especially if this is subject specific vocabulary.
- Use of a glossary for unknown vocabulary to act as a prompt.
- Specific use of tools for emphasis – not using italics, underlining or block capitals.
- Use of bold or colours when trying to emphasise.
- Additional spacing of text (ideally double-spaced text).
- Use of a high readability font e.g. comic sans, century gothic or arial.
- Larger font size – ideally a minimum size of 12.
- Changing colour of text or background of text – especially on PowerPoints.
- Additional time to read – once to decode, once to comprehend and once to infer.
- Close prompt materials – not going board to book if avoidable.
- Modelling of writing.
- Repeating use of the same structure multiple times.
- Additional time to write.
- Clear success criteria – is presentation in this work important?
- Use of technology in line with individual's access arrangements.
- Use of strategies which use colour such as mind maps.
- Limitation of choice

Use of discussion stems sentences can be used to support pupils

### Discussion Stem Sentences

#### Your own ideas

I think that....because...

I can see... and I think that...

It is possible that...

It reminds me of...

Maybe one reason is...

It is the same as.../different to.../the opposite of...

#### Do you agree with other people's ideas?

I agree with.../I disagree with...because...

I understand what you are saying, but I think...

I think the opposite...

I haven't made my mind up yet.

I like your idea.

### Power of Reading

#### Book Discussion Talk Frame

<b>Likes</b> What did you like about the book/story/picture?	<b>Dislikes</b> Was there anything you disliked about it?
<b>Puzzles</b> Was there anything that puzzled you?	<b>Connections and Patterns</b> Does it remind you of anything? Did you notice any patterns?

#### **Likes**

The words/phrase that works well...

I like the way the author uses...it makes me think of...

A sentence that had high impact...

#### **Dislikes**

I didn't like the words/part/story because...

I was disappointed that...

I would have liked it better if...

#### **Puzzles**

I didn't understand...

The part where...was confusing because...

It really made me wonder because...

I wanted to know more about...

#### **Making Connections**

I know about this because I have seen/been to...

It looks similar to...

I saw a programme/website about...

It reminds me of ...

This makes me think of...

**High Volume of information given**

- Additional time to process the information.
- Use of visual cues on the white board.
- Chunk down instructions – no more than 2 or 3 steps at a time.

**Retention Tasks**

- Repetition, repetition and more repetition.
- Select parts of information you know are absolutely critical and keep revisiting them.

