



## Saltney Ferry's Quality First Teaching Strategies

There is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following four areas:

- (a) Communication and interaction;
- (b) Cognition and learning;
- (c) Behaviour, emotional and social development;
- (d) Sensory and/ or physical.

### **Communication and interaction**

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Some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

<b>Challenges</b>	<b>Quality First Teaching Strategies</b>
<p>speech difficult to understand.</p> <p>Difficulty saying words and/or sentences.</p> <p>Difficulty understanding what is being said to them.</p> <p>Difficulty with social interaction with peers and adults.</p> <p>Difficulty working alongside peers on a table</p>	<ul style="list-style-type: none"> <li>● Speak to parents about concerns raised</li> <li>● Advice parents to check children's hearing (if not in reception)</li> <li>● Allow additional thinking time – respond and action</li> <li>● Use the pupils name before asking or giving instructions</li> <li>● Keep verbal instructions simple and in the right order for them to be carried out.</li> <li>● Repeat instructions using the same vocabulary</li> <li>● Check for understanding</li> <li>● Speech modelling</li> <li>● 1:1 activity</li> <li>● Small group activities</li> <li>● Increasing to larger group activities</li> <li>● Early talk boost sessions</li> <li>● RWI phonics sessions</li> <li>● ELSA sessions</li> <li>● Allocated work area (within the classroom)</li> </ul>

Uncomfortable with loud noises

The use of a hearing aid

- Hearing defenders if needed
- The use of the right equipment being used within the classroom and all staff aware (eg.ROGER)
- Seating children at the front of the class with hearing impairment.
- Minimise background noise in the classroom – encourage classical background music playing low
- Avoid instructions that use any figurative or metaphorical language e.g. give me a second, in a minute
- Pupils may not understand gestures or facial express – be direct as possible
- Be aware some pupil may not be able to make or maintain eye contact – do not demand that they do
- Be aware of individual sensory issues – noise, lighting, smells, etc.

**\*\*Ensure all QFT strategies and targeted provision are recorded on class provision maps\*\***

**Monitor and record a plan, do, review for half term then:**

- Flag to ALNCo for monitoring (complete internal referral form)
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## Cognition and learning

### Cognition and learning

Some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.

Challenges:	Quality First Teaching Strategies
<p>Poor fine motor coordination which will result in inconsistent handwriting and presentation of work</p> <p>Poor working memory, both visual and auditory, which will affect the ability to follow instructions, copy text from either book or board, learn spellings or tables</p> <p>Poor organisation affecting the ability to remember books or equipment or how to organise thoughts into written work</p> <p>Poor sequencing skills which can affect the ability to learn times tables or spellings.</p> <p>Typically, they are children who will learn some things easily while other aspects of their work present them with persistent difficulties.</p>	<ul style="list-style-type: none"> <li>● Speak to parents about your concerns.</li> <li>● Ask parents to check eyesight and hearing.</li> <li>● Ensure glasses are worn appropriately.</li> <li>● To avoid unfinished work, help the learner to focus on and complete core elements of the work.</li> <li>● Allow the learner additional time and speak more slowly to accommodate the pupil with a short working visual or auditory memory.</li> <li>● Ensure that there are regular opportunities for over learning to consolidate key concepts and vocabulary to help compensate for poor memory.</li> <li>● Praise and reward effort and achievement</li> <li>● Some pupils find coloured paper for photocopied information helpful</li> <li>● Allow children to record their ideas using alternatives to writing – bullet point, mind map, laptop, etc.</li> <li>● Do not ask children to read out loud unless volunteered.</li> <li>● Therapy putty to improve fine motor</li> <li>● Other fine motor activities</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>● Daily reading list</li> <li>● Reading fluency (from year 4)</li> <li>● Encouraged paired reading to develop fluency and understanding.</li> <li>● Differentiated reading tasks</li> <li>● Coloured overlays</li> <li>● Coloured paper</li> <li>● NESSY</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>● Prioritise HFW that need learning</li> </ul>

Often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form.

Written work will often have taken these children much longer to complete than a similar piece written by their peers, or be incomplete.

The completed work often has a significantly restricted vocabulary when compared to the pupil's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behavioural challenges.

- Encourage proof reading
- Encourage key words (3 initially) to be identified by the pupil and build on this skill.
- NESSY
- Spelling shed – consider lowering the stage to suit their ability
- RWI grouping

#### Writing

- Provide a literacy area to encourage free writing
- Use planning and writing frameworks
- Encourage vocabulary extension
- Encourage the use of a dictionary / thesaurus and have them available in the classroom.
- Give extra time for the pupils who write at a slower pace

#### Handwriting

- Develop fine and gross motor for writing first.
- Therapy putty and other activities
- Check pencil grip and provide pencil grip if needed.
- If writing is slow encourage the development of keyboard skills
- Use scribing to ease frustration if appropriate
- Letter join activities

#### Maths

- Repetitive learning
- Clear modelling
- Visual prompts
- Use of concrete resources eg. Numicon, multilink
- Encourage use of the maths walls in the classroom
- Recap of skills learnt
- Introduce multiple strategies to allow the child to find the one that works for them.
- RM Easimaths

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## Behaviour, emotional and social development

### Behaviour, emotional and social development

Some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have underdeveloped social skills; or present challenging behaviours.

Difficulties they may have:	Quality First Teaching Strategies
<p>May fidget or fiddle with things a lot</p> <p>May find it hard to sit still on a chair or the carpet</p> <p>May want to call out all the time</p> <p>May only complete part of a task</p> <p>May distract other learners</p> <p>May wander out of the classroom without permission.</p> <p>Chair swing</p> <p>Easily distracted</p> <p>Difficulty maintaining their volume at an appropriate volume</p> <p>Flit from task to task</p> <p>Difficulty following simple classroom instructions</p> <p>Organising their work space in class may be problematic</p> <p>Can be over stimulated</p>	<p><b>Recommendation to improve concentration skills</b></p> <ul style="list-style-type: none"> <li>● Use a fiddle toy discreetly</li> <li>● Seat them away from doors and windows so not to be easily distracted</li> <li>● Say their names clearly at the beginning of any instructions</li> <li>● Be extremely brief when giving instructions</li> <li>● Allow the child to complete one part of a task at a time</li> <li>● Ask the child to hand out resources so they have a physical activity – where appropriate</li> <li>● Whenever possible and appropriate incorporate physical movement into sessions</li> <li>● Talk through the timetable at the beginning of the day.</li> <li>● Give consequences immediately after negative behaviour – be specific in your explanation so the child knows what they have done</li> <li>● Ensure that the child does not miss break times unless there is a clear reason for doing so – this is a chance for a prolonged physical activity.</li> <li>● Give brain breaks</li> <li>● Use school reward systems</li> <li>● Have an established classroom routine – this to also reflect with other staff that may take your class.</li> </ul>

and appear on alert

Highly distracted in the classroom environment

Little sense of danger

Finds it difficult to take turn appropriately

Easily misplaces equipment or loses things

Once engaged will complete the task very quickly with very little care or attention

Displays more potential than is seen in classroom activities

Finds it difficult to maintain behaviour within acceptable limits

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## Sensory and/ or physical

### Sensory and/ or physical

This area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.

Difficulties they may have:	Quality First Teaching Strategies
Visually impaired Hearing impairment Medical diagnosis Can appear to be not listening Can lose place when reading text Cannot recall task instructions Forget words from one page to the next Clothing sensory difficulties Dislike of loud noises	<ul style="list-style-type: none"> <li>● Speak to parents about your concerns</li> <li>● Ensure child has the correct working equipment for their individual needs e.g. Glasses, hearing aid, medication, ROGER, etc</li> <li>● Sit the child near the front, near the board, near the speaker to make sure that they are able to hear and/or see.</li> <li>● Minimise background noise</li> <li>● Allow children additional time to complete tasks</li> <li>● Look for times when the learner is off task or distracted as this could signal that he/she has not heard the instruction given.</li> <li>● Be aware with learners with memory difficulties can become frustrated.</li> <li>● Provide small amounts of visual information at a time</li> <li>● Highlight or underline all vital information and instructions.</li> <li>● Try working memory games/strategies.</li> <li>● Be aware of any clothing or particular sensory issues provided by parents/careers.</li> </ul>

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