



Holy Trinity Universal Offer



Quality First Teaching

Cognition & Learning	Communication & Interaction	Social, Emotional, Mental Health	Sensory & Physical
<ul style="list-style-type: none"> Adapted teaching - planning, learning, resources, scaffolding etc. Pre-teaching of subject vocab Teaching sequencing as a skill Text presented clearly - bullet points, Letter Join fonts, headings 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 support in Maths Alternative ways of demonstrating understanding eg. diagrams, mind maps, talking tins, 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 necessary Use of ICT/apps to reinforce what has been taught Use of ICT/apps as solution to difficulties eg. dictation, typing Coloured overlays, coloured paper for worksheets & coloured background on SMART 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 SEEK structure to lessons and sharing of knowledge organisers Multi-sensory teaching 	<ul style="list-style-type: none"> Structured class routines Using songs for routines Increased visual aids including dual coding Visual timetables supported by Wigit visuals 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 Delivery slowed down with 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 station '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 SEEK structure to lessons Use of teaching and learning toolkit and Walkthrus Calm corners and neutral colours throughout classrooms Flash Academy Social Skills groups Reset and reflect mats Emotional regulation mats 	<ul style="list-style-type: none"> Emphasise positives in front of others 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 Interactive strategies eg. Whiteboards to hold up answers Clear behaviour expectations modelled by staff Quiet zone or sensory space Visual timer/stop watch Use post-it notes for questions rather than interruptions 'Fiddle' toys 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 for older pupils 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 Calm corners and neutral colours in classrooms WINE statements Restorative conversations Calming music Careful consideration of seating Play therapy Building good relationships and a sense of belonging Pastoral support My Happy Mind Social Skills groups Reset and reflect mats Emotional regulation mats 	<p><u>Visual</u></p> <ul style="list-style-type: none"> Coloured overlays/ different coloured paper Consider lighting - natural and artificial Eliminate inessential 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/Chromebook for reading if text is too small in physical book Consider seating - sat at the front closer to board/resources Font size and type <p><u>Hearing</u></p> <ul style="list-style-type: none"> 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 <p><u>Co-ordination</u></p> <ul style="list-style-type: none"> 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 pupil's handwriting. Range of fine motor and gross motor activities Pencil grips <p><u>Other</u></p> <ul style="list-style-type: none"> Creation of care plans Ramp access

