

# Broadway GROW for ALL. SEND Quality First Teaching adaptations



**Broadway  
Primary**  
#BroadwayFamily

## **GROW for ALL**

### **The Special Educational Needs Quality First Teaching Adaptations**

#### **Identifying SEN:**

The SEND Code of Practice (2015) states that:

**6.14** All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

**6.15** A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Four 'broad areas of need' are identified:

#### **Communication and interaction**

**6.28** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

**6.29** Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

**6.30** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

**6.31** Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

**6.32** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**6.33** Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs**

**6.34** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

**6.35** Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The full statutory guidance SEND code of Practice: 0-25 years can be found on the GOV.UK website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Supporting you to achieve and maintain your Teaching Standards.**

As a trainee Teacher working towards QTS, an NQT or as a Teacher maintaining your standards we are all bound by this framework. By implementing the quality first strategies suggested in this toolkit, and striving to ensure that your delivery and assessment is fully inclusive, you will also be successfully meeting your teaching standards.

To support you in your self-evaluation and reflection on your practice, we have highlighted the standards that we feel you will be able to evidence frequently by incorporating this toolkit into your practice and teaching routine.

### **Teaching Standards:**

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

The Teachers' Standards can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>

## Cognition and Learning

### Memory

#### What might it look like?

- Inconsistent recall of learning;
- Task abandonment/refusal;
- Tasks are frequently unfinished despite high level of participation and effort;
- Difficulties with beginning a task; Reluctant to start tasks and 'have a go';
- Age appropriate instructions partially followed;
- Takes a long time to 'think' before answering a question or following an instruction;
- Checking against peers to see what they are doing and then following;
- Seeking visual models to check against;
- Difficulties with 'finding' the right vocabulary;
- Often loses things or finds it difficult to organise resources;
- Things completed in a random order/sequence e.g. dressing, home time routines.
- Difficulties with recalling and following procedures;
- Resources are not used as previously modelled by an adult;
- Work produced is often unrelated to practitioner input;
- Requires a high level of repetition;
- Appears distracted;
- Difficulties with copying;
- Difficulties with place keeping;
- Written work may not reflect the intentions for writing due to difficulties with recalling content;
- Shares ideas immediately;

#### Supportive Quality First Teaching Strategies

- Use of a voice recording device such as:



Talking Tin



Sound Button



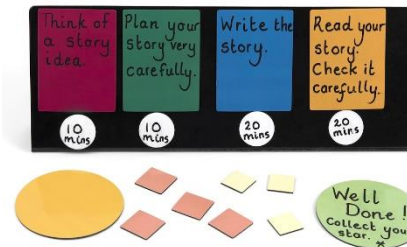
Recordable Talking Pegs



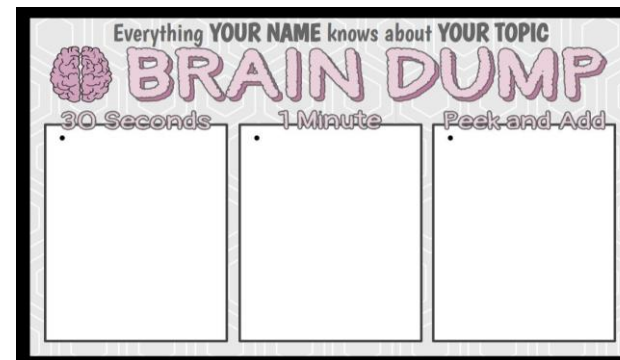
Recordable Postcards

These can be used:

- For the pupil to record their ideas for writing and check back;
  - For adults to record whole class instructions and give to individuals who need to hear them several times;
  - To record messages to be taken to other locations in school or home;
  - To store ideas for later.
- Offer a visual task timeline as part of a task slicing approach:



- Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful;
- Limit concurrent processing demands;
- Offer short, personalised instructions in the correct task sequence;
- Encourage the pupil to make a checklist;
- Increase general visual support to aid recall. This can be in the form of word webs (see resources), picture cues; visual task timelines, story maps and graphic organisers;
- Develop a 'Park It' system. The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later. These can be reviewed with an adult at an appropriate time;
- As part of lesson plenaries include a retrieval practice activity such as:



- Limit copying. Give the pupil their own table top copy to highlight/interact with;
- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of moving from the carpet to the table;
- Provide visuals to support vocabulary:



- Provide equipment checklists:



- Teach the effective use of jottings and diary use;
- Offer pre-teaching sessions to make the unfamiliar feel familiar;
- Reduce language levels – focus on key words and points needed for delivery;
- Personalise instructions (Name first to focus attention then instruction);



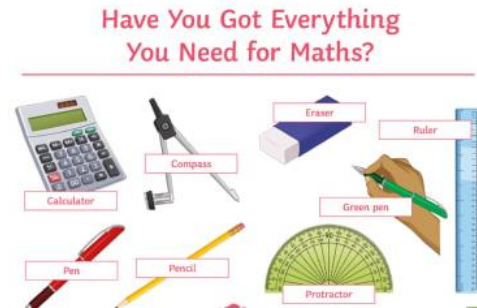
**Task Organisation, Maintenance and Completion Skills**

**What might it look like?**

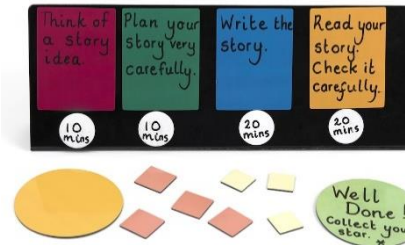
- Unable to navigate around classroom or setting;
- Difficulties with selecting resources for learning independently; Difficulty in making choices e.g. materials for making.
- Looks anxious when preparing for an activity or when asked to 'get ready' for learning;
- Finding it challenging to organise resources for learning independently;
- Difficulty sequencing events e.g. getting changed for P.E;
- Frequently loses things;
- Untidy- equipment, workspace, locker;
- Task abandonment;
- Difficulties with time management;
- Difficulty with starting a task;
- Difficulties with changing task;
- Not able to work to a deadline;
- Work produced is not fully linked to the task;
- Appears distracted;
- Always appear to be one step behind – trying to catch up

**Supportive Quality First Teaching Strategies**

- Provide equipment checklists:



- Can the child access all the resources required;
- Ensure equipment is well organised and clearly labelled; (object of reference, pictures, words);
- Offer a visual task timeline as part of a task slicing approach:



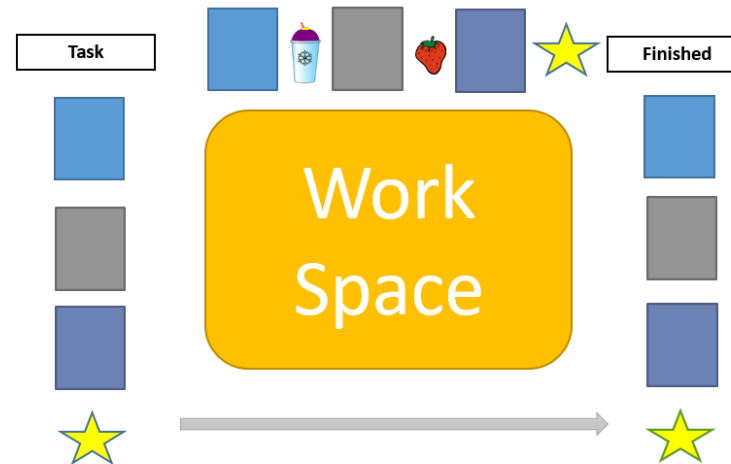
- Use of personal timeline- now and next board, colour coded timetable.
- Use of a voice recording device such as:

			
Talking Tin	Sound Button	Recordable Talking Pegs	Recordable Postcards

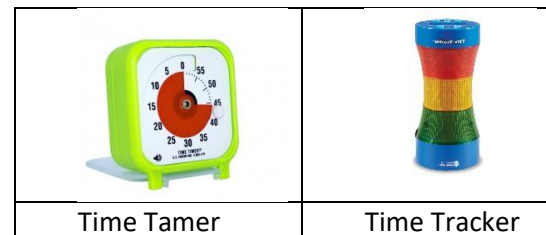
These can be used:

- For the pupil to record their ideas for writing and check back;
- For adults to record whole class instructions and give to individuals who need to hear them several times;

Offer a Workstation approach:



- Use of visual time prompt such as:




## Concentration

### What might it look like?

- Appears distracted;
- Difficulties with task maintenance;
- Difficulty sustaining attention in an adult led activity and when working independently.
- Fidgets;
- Works in short bursts. Zooms from task to task;
- Distracts others;
- Higher level of task abandonment compared to peers;
- Struggles to change task;
- Partially follows instructions that are age related;
- Work produced is not fully linked to tasks;
- Requires a high level of prompting to remain focussed;
- Off task behaviours during group time/focus tasks; such as fiddling with equipment, moving around the room etc;

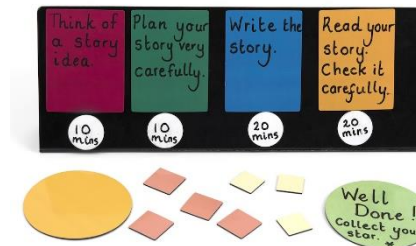
### Supportive Quality First Teaching Strategies

- Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil: become more alert, remain focussed or become calmer. This approach could form part of a wider sensory diet. Resources could include:

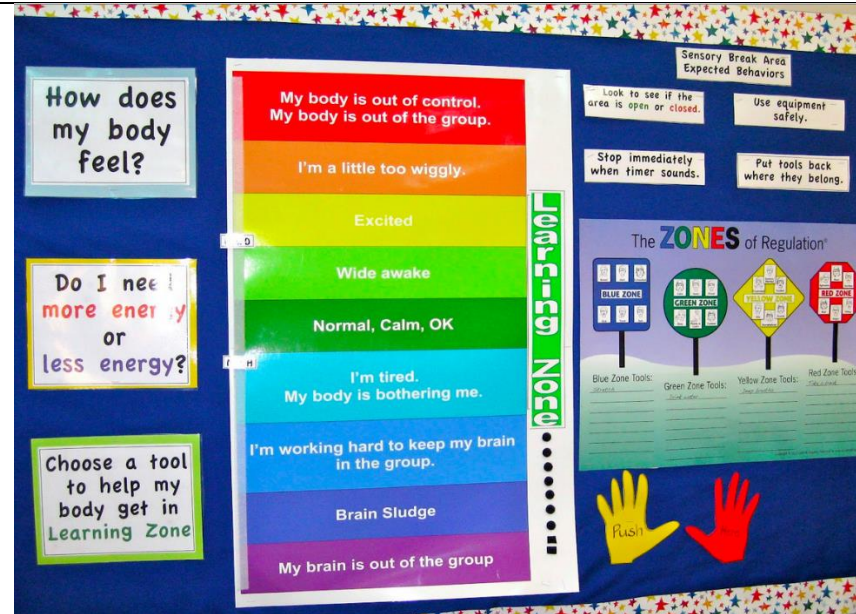
			
Sensory Fiddles	Wobble Cushion	Weighted Resources	Chair Bands

Also, use of Lego Tape and Sensory Chews

- Offer a visual task timeline as part of a task slicing approach:



- Offer frequent and planned refresh/refocus breaks built into a visual timeline;
- Use of a table top timer to show how long the child has to work for;
- Develop self-monitoring and regulation skills as part of a whole class approach:



Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active learner.

- Record instructions using a voice-recording device for the pupil to play back as required;
- Ask the child to explain in their own words what they are learning/their task;
- Break larger tasks into small steps and offer a motivator for successful completion of each one. Several small rewards could be exchanged for a higher value reward:

I am working for:

★ ★ ★ ★ ★

- Keep focused activities short and intersperse with child-led activity;
- Offer a privacy board to limit visual stimuli/distractions:



- Reduce the number of children in the group for adult led activities;
- Daily repetition of activities and routines so that they become familiar and predictable;
- Show what 'finished' looks like. Include top down models and working examples.
- Narrate the behaviours of others (I can see that everyone is sitting down – what does this mean for you?)

### Transferring/Generalising Learning

#### What might it look like?

- Requires learning to be presented in exactly the same way in exactly the same context;
- Difficulties with recognising and applying related facts (such as  $3 + 4 = 7$  so  $30 + 40 = 70$ );
- Does not easily link learning together;
- Sees each learning event as an isolated experience;
- Reliance on learning by rote.

#### Supportive Quality First Teaching Strategies

- Present 'the bigger picture' and then show how each learning experience contributes to this. A jigsaw visual may be useful to show how the learning links together;
- Create a visual support that the pupil can see/hold have this out for each linked task so that the pupil can see how the learning applies to the new scenario;
- Ensure classroom 'working walls' are up to date and interactive where possible.

### Time Management Skills

#### What might it look like?

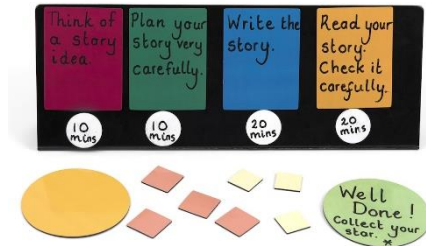
- Tasks completed too quickly without care and attention;
- Tasks not completed in the given time;
- Difficulties with prioritising what to do first/next;
- Difficulties with telling the time;
- Not aware of the actual length of time in real terms

#### Supportive Quality First Teaching Strategies

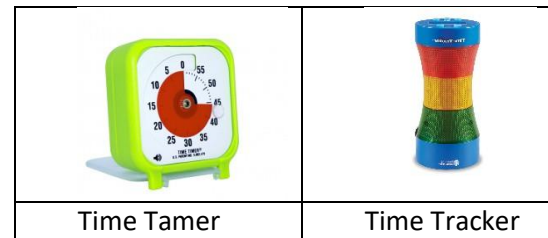
- Offer a visual task timeline as part of a task slicing approach:

when given a time scale to work to;

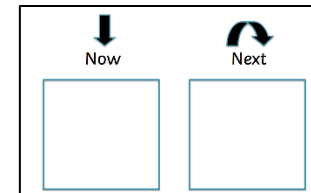
- Homework handed in late or not at all;
- Difficulties understanding time vocabulary and concepts.

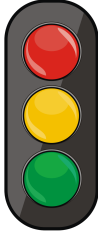


Add a visual time reminder to this approach such as:



- Ensure clarity when using time phrases- e.g. 'You have 5 minutes; I will set this timer to show you' vs. 'you have a few minutes or so'. Ensure you use accurate time parameters (we all know how long a teacher's 5 minutes can be)!
- Set up a task management board using a now and next visual prompt with a visual time reminder:



Self-Assessment Skills	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• Difficulties with identifying positives about their work;</li> <li>• Unable to see their own progress.</li> <li>• Difficulties with identifying how to improve their work;</li> <li>• Difficulties with identifying when a task is going well/not going well;</li> <li>• Seeks a great deal of adult/peer support and/or reassurance;</li> <li>• Does not seek support at appropriate times;</li> <li>• Frequently checks against a model such as work produced by their peers or worked examples;</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce grading activities with clear criteria as a starting point. For example:           <div style="text-align: center; margin: 10px 0;">  </div> <p>The pupil could discuss this as part of a debrief with an adult or peer.</p> </li> <li>• Have a best copy of the child's own work always available for them to compare their work too – does it match? This will create an agreed standard for the child.</li> <li>• Develop a 'star achievement' book. The pupils could celebrate and record one positive thing that they have achieved that day in their book and share this with a chosen peer/adult.</li> <li>• Work with the pupil to develop a discrete 'help required' signal for them to use when needed - Red and Green Cards.</li> <li>• Introduce peer feedback and a peer buddy to check work with.</li> <li>• Offer a strategy reminder card. The pupil needs to have tried two things from their card before seeking adult support:</li> </ul>



- Work on developing metacognition skills (see resources).

### Information Processing Skills

#### What might it look like?

- Difficulties with following instructions;
- Requires additional time to process information and respond;
- Requires additional time to process instructions and respond;
- Becomes overloaded easily;
- Difficulties with filtering additional stimuli;
- Deterioration in behaviour during sessions and/or throughout the working day.

#### Supportive Quality First Teaching Strategies

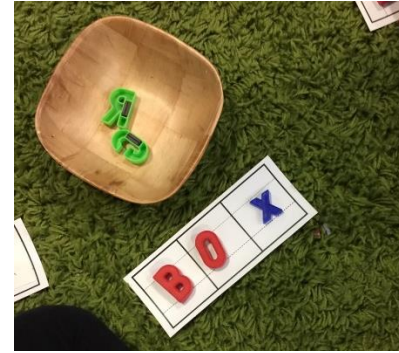
- Offer a visual timeline to support place keeping. The format should match the pupil's level of processing and be progressive as they make progress:
  - Now/Next
  - First/Then/Last
  - All stages of the task (task slicing)
 Consider what sort of information is the most helpful: objects of reference, photographs, symbols, cartoons and a written checklist approach.
- Consider recording instructions onto a voice-recording device and giving to individual pupils to playback as many times as required;
- Allow additional thinking time to process and react to instructions/information;
- Offer a privacy board to limit additional visual stimuli and provide a low arousal workspace;
- Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources. Ensure you offer a range of teaching styles within your QFT.
- Explore how to limit cognitive load (see resources for guidance).



Letter and/or Number Recognition and Recording	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• Inconsistent recall/recognition;</li> <li>• Reversals and/or confusions;</li> <li>• Difficulties with alphabetical order/number order.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer an alphabet strip or number strip on the desk for the pupil to check against. The alphabet strip should contain supportive pictures for the pupil to check against with colour coded vowels and consonants. The number line should contain pictorial representations of each digit to aid conceptual understanding.</li> <li>• Offer three-dimensional models of letters/numbers to explore in a multi-sensory sense.</li> <li>• Explore the alphabetic arc (see resource).</li> </ul> <p>Teachers must assess whether the pupil has a gap in their learning experiences and understanding. If this is the case, ensure strategies that are implemented are interactive, multisensory and reflect early learning experiences e.g.</p> <ul style="list-style-type: none"> <li>• Flashcards with picture/rhyme hooks</li> <li>• Explore letters and numbers using 3D representations (magnetic letters/wooden letters).</li> <li>• Feely bag activities.</li> <li>• Numicon.</li> <li>• Interactive number displays to link number sense with numerals.</li> <li>• Number/letter treasure hunts.</li> </ul>
Phonic Application	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• Difficulties with making the correct choice for accurate reading and/or spelling at a whole word level;</li> <li>• Confusions/reversals of letter order in sounds;</li> <li>• Difficulties with phonological processing (for example identifying alliteration, rhyming strings and holding/manipulating sounds);</li> <li>• Spelling is not usually phonetically plausible;</li> <li>• Limited range/deployment of supportive spelling strategies;</li> </ul>	<ul style="list-style-type: none"> <li>• Offer spelling choice cards as a table top resource. Supporting visuals should be included to aid correct selections:</li> </ul> <p style="text-align: center;">Rocket Phonic - selection of the appropriate Phonme</p>

- Chooses simpler word choices to avoid spelling particular words;
- Masks spelling errors with illegible handwriting;
- Difficulties with identifying syllables;
- Reluctance to read/write;
- Difficulties with isolating sounds or able to isolate sounds but not blend effectively.

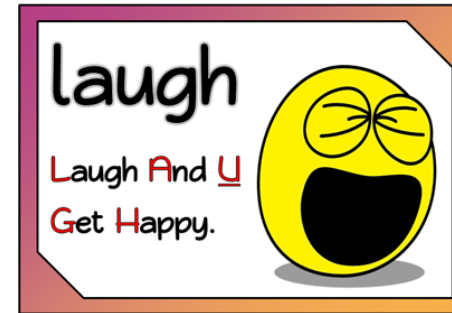
- Revisit early phonological processing skills such as auditory discrimination skills, listening walks, recognition of alliteration and rhyme.
- Offer phoneme frames with magnetic letters to allow the pupil to test letter/sound order before committing in a written format to paper:



- Have a range of dictionaries available including: picture dictionaries, ACE-spelling dictionaries, personalised dictionaries made for/by individual pupils and electronic devices.
- Offer a table top spelling strategies prompt card to remind the pupil of the varying approaches they could try.
- Offer opportunities to physically build words by identifying syllables using building blocks/LEGO:



- Give the pupil a choice of two words to select the correct spelling from.
- Collect word families using analogy by exploring onset and rime.
- Allow pupils, who have completed all Rocket Phonic units (including intervention to develop personalised mnemonics that could be collected on a keyring, notebook etc



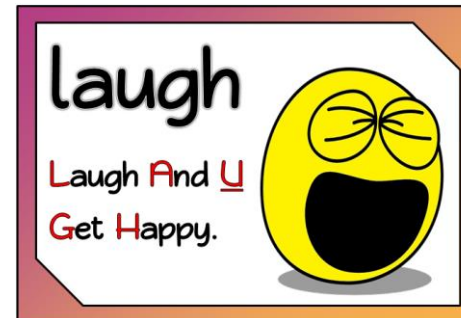
### Spelling – High Frequency Words and Phonetically Irregular Words

#### What might it look like?

- Inconsistent accuracy of spelling;
- Phonetically plausible spelling but not accurate;
- Limited range/deployment of supportive spelling strategies;
- Reluctance to write;
- Mask spelling errors with illegible handwriting;
- Chooses simpler word choices to avoid spelling particular words.

#### Supportive Quality First Teaching Strategies

- Allow pupils, who have completed all Rocket Phonic units (including intervention to develop personalised mnemonics that could be collected on a keyring, notebook etc



- Offer table top spelling mats organised alphabetically.
- Explore morphology:



- Explore using multi-sensory methods (see resources for ideas).
- When appropriate use guided writing techniques and word banks to support writing.
- Ensure spelling lists link to the pupil's topic and writing activities to support rehearsal and generalisation.

### Reading Accuracy

#### What might it look like?

- Over reliance on a limited range of strategies;
- A high level of effort required to read accurately at a whole word level;
- Difficulties with making meaning due to the effort load of decoding;
- Unable to express personal opinions about a text.
- Reluctant to read;
- Lack of interest in reading materials and environmental print;
- Slow reading rate due to the effort load of

#### Supportive Quality First Teaching Strategies

- Share reading material in a 1:1 setting using props/puppets to enhance interaction.
- Let children access, explore and handle books regularly.
- Ensure the range of reading materials in the setting is age appropriate and reflective of their interests. <https://www.barringtonstoke.co.uk/>
- Explore e-books and audio books.
- Implement story sacks and share these with home to encourage a learning link
- Ensure the reading corner is engaging for all pupils - could it be linked to a specialist interest? Is their favourite character visible?
- Ensure the environment is language rich!

decoding;

- Inaccurate word recognition;
- Unable to recall nursery rhymes or join in with repeated phrases and refrains.
- Unable to identify words with the same initial sound.

- Provide reading opportunities linked to activities they like e.g. reading a recipe in cooking.
- Provide story boards, washing lines, umbrella sequencing to support engagement.
- Offer multisensory ways to explore words e.g. alphabet arc, foam, slime, wooden letters etc.
- Develop a reading strategy bookmark to remind the pupil of the range of strategies that could deploy:



- Develop a problem-solving diagram for the pupil to work through to develop independence when decoding (see resources – What Might It Say?). This could be shared with parents and carers to support home reading. Make sure the learner can access each approach by providing visual prompts.

	<ul style="list-style-type: none"> <li>Once a range of strategies are secure teach cross checking to support independence when decoding. This involves using more than one strategy such as looking at the initial sound/letters to make a 'best guess' and then checking with the supporting illustration.</li> <li>Use repetitive texts to build familiarity with high frequency words.</li> </ul>
<b>Reading Rate</b>	
<b>What might it look like?</b>	<b>Supportive Quality First Teaching Strategies</b>
<ul style="list-style-type: none"> <li>Reading sounds slow;</li> <li>Reading sounds disjointed;</li> <li>Difficulties with tracking (left to right);</li> <li>Difficulties with making a return sweep (moving from the end of one line of text to the next line);</li> <li>Comprehension of text impacted upon due to losing meaning as the reading is at a slow pace.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a coloured overlay – explore a range of colours to find the one that benefit the child. This will be overseen by the SENDCO</li> <li>Use of screenfilters eg colorveil <a href="https://www.east-tec.com/colorveil/">https://www.east-tec.com/colorveil/</a></li> <li>Implement speed reads. Have the pupil read a familiar text as quickly and as accurately as they can. Record times and aim for a personal best.</li> <li>Review whole word reading skills of HFW. Implement precision teaching - see support from the Acron Psychology Precision teaching guide</li> </ul>
<b>Reading Comprehension</b>	
<b>What might it look like?</b>	<b>Supportive Quality First Teaching Strategies</b>
<ul style="list-style-type: none"> <li>Difficulties with understanding the meaning of the text;</li> <li>Reliance on own memory of what was read as opposed to revisiting the text;</li> <li>Reliance on personal experience/knowledge of a text's subject matter to answer questions;</li> <li>Reluctant to read;</li> </ul>	<ul style="list-style-type: none"> <li>Question child around real-life events and experiences use photographs to support this.</li> <li>Incorporate role play and drama/dress up to retell a text.</li> <li>Picture based comprehension work.</li> <li>Work on question types – for example: what sort of answer you would give for a 'who' question</li> <li>Who, what, where, why and when card tins- to help build sentence and recall of</li> </ul>

- Difficulties with locating information in a text;
- Unable to isolate keywords in reading comprehension questions;
- Underlying receptive language difficulty.
- Children who can only give factual or literal information – cannot infer, deduce or predict
- Poor general vocabulary

information from a text. This could be linked to a colourful semantics approach.

- Practitioner to model thinking whilst reading – ‘Think out loud’ using a variety of reading searchlights e.g. pictures, context, decoding etc.
- Provide a range of ways to demonstrate comprehension of text not just traditional questions. For example:
  1. Ask learners to say whether discrete sentences (taken from the text, or paraphrases) are true or false.
  2. Give learners several false sentences and ask them to reword the sentences to make them true.
- Offer cloze procedure activities to check understanding. Word banks of appropriate choices can be offered as a support.
- Ensure that the illustrations in the text directly support understanding and decoding.
- Provide pictures from a story for the learner to sequence and retell. This will build familiarity with the story and vocabulary.
- Offer short text activities using one sentence. Model how to revisit and use the information to arrive at an answer. Ensure that the pupil explains how and why they know referring to the text. For example:

**The dog wore his new coat and skipped down the road.**

Skills questions could include: What time of year was it? (Winter – the dog has a coat) What mood is the dog in? (Happy - he is skipping) Is his owner a good dog owner? (Yes – he has a happy dog dressed appropriately for the weather.)

- Pre-teach vocabulary and the text context. Pre teach vocabulary Over learn vocabulary linked to topic/text.
- Highlight the keyword in the question and the key word/information in the text to support the pupil in making links.
- Rehearse skimming and scanning skills to locate keywords in a text.

- Develop text marking skills to aid efficient navigation and location of information.
- Encourage the pupil to reproduce the information that they have read in an alternative format such as a table, mind-map or diagram to encourage processing.

### Learning and Application of Number Facts

#### What might it look like?

- Difficulties with recalling number facts accurately consistently;
- Incorrect calculations;
- Difficulties with conceptual understanding - reliance on rote learning (for example the pupil may know that  $3 + 4 = 7$  not understand what this means);
- Unable to recognise and/or order numerals.
- Difficulty with 1:1 correspondence.
- Missing numbers in rote counting.

#### Supportive Quality First Teaching Strategies

- Ensure new concept teaching is linked to previous learning.
- Offer concrete, pictorial and then abstract representations of the same concept:



For example:

- Use concrete real objects to first develop the concept.
- Count with a variety of objects in all learning environments e.g. outside counting balls from one container to another.
- Multisensory numeral writing.
- Use Numicon to link learning of numeral to the quantity it represents.
- Colourful maths vocabulary where the mathematical word is linked to the symbol.
- Number songs and rhymes supported by objects/ props and actions.
- Ask children to check their abstract calculations by using pictorial or concrete strategies.



Organising Ideas for Writing	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• Unable to recognise a sentence.</li> <li>• Difficulty speaking in full sentences.</li> <li>• Unable to observe punctuation in reading. <ul style="list-style-type: none"> <li>• A gap between what is said by the pupil and what is written.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implement oracy ' strategies</li> <li>• Mindmaps.</li> <li>• Use post it notes – one idea per post it notes, then write each one as a discrete sentence</li> <li>• Talking tin (pupil records one idea/sentence at a time)</li> <li>• Use of technology - speech to text <ul style="list-style-type: none"> <li>• Cloze Procedure passages</li> </ul> </li> <li>• 'Hold a sentence' activities.</li> <li>• Practitioner modelled sentence stems.</li> <li>• Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.</li> </ul>
Developing Writing (Letter Formation)	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• General fine motor difficulties</li> <li>• Poor letter formation.</li> <li>• Lack of automaticity (writing does not flow)</li> <li>• Poor posture and book/paper placement</li> <li>• Poor spacial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities for bilateral development – both hands at the same time, threading, weaving, 2 crayons to make a mark on paper e.g. up and down lines, circles.</li> <li>• Draw attention to marks, signs and symbols in the environment.</li> <li>• Act as a scribe to write down what they say to model a purpose for writing.</li> <li>• Multi-sensory fine motor rehearsal.</li> <li>• Writing slope, non-slip matting and additional guidelines</li> <li>• Various Pens/pencils/writing materials.</li> <li>• Explore all writing grips</li> <li>• Different shaped pens/pencils</li> <li>• Finger gym <a href="https://www.finger-gym.com/">https://www.finger-gym.com/</a></li> <li>• Dough Disco <a href="http://www.spreadthehappiness.co.uk/product/dough-disco-book">www.spreadthehappiness.co.uk/product/dough-disco-book</a></li> <li>• Whiteboards different guidelines and different colours</li> <li>• Word banks, sentence strips).</li> <li>• Alphabet arc to make words by physically moving letters together.</li> <li>• Use letter shapes to support writing (Boxes font).</li> <li>• Use interactive displays with talking tins to help pupils record their ideas and offer an alternative to writing to maintain confidence.</li> </ul>

# Resources

# Word Web

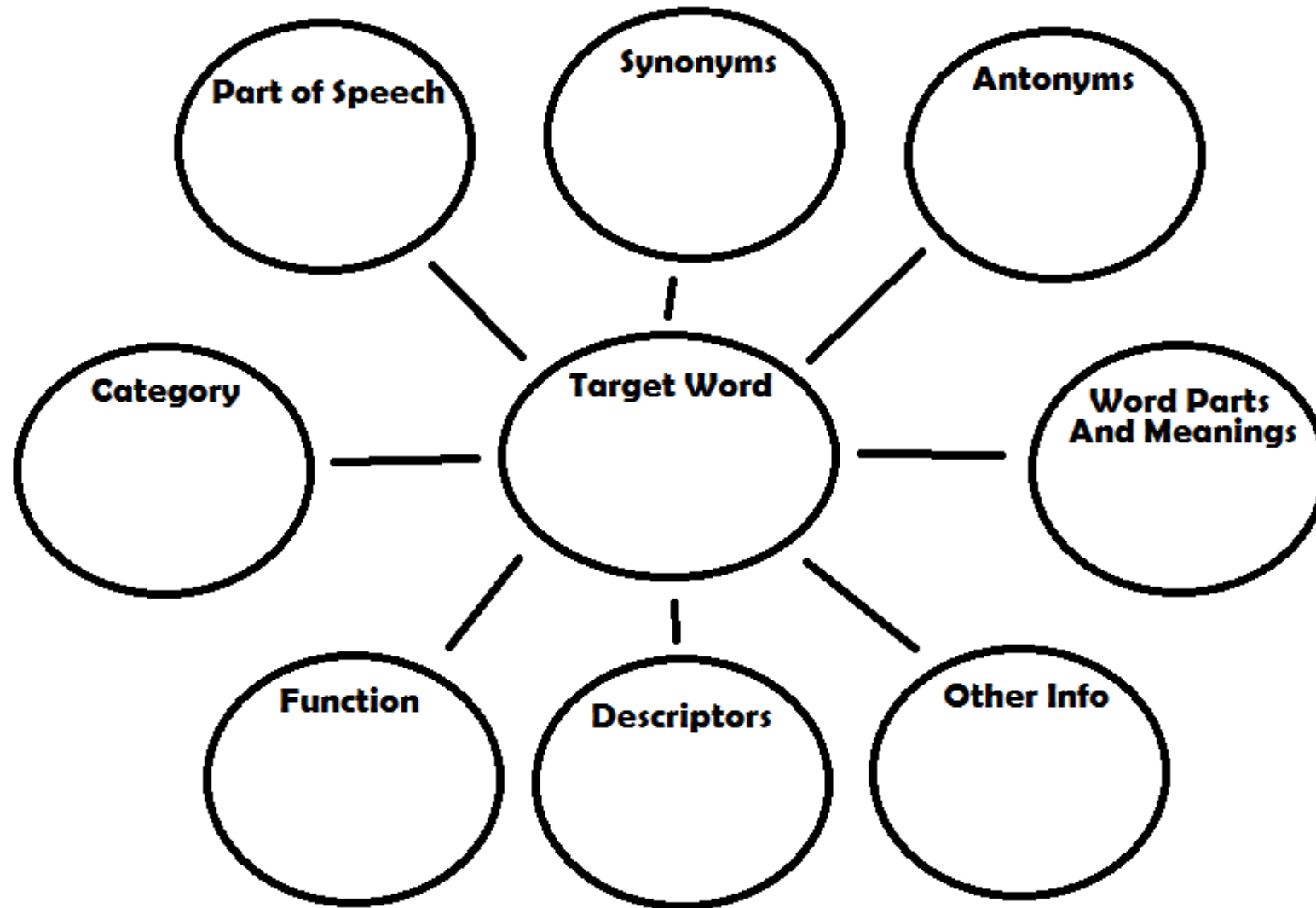


Image found online from [speachandlanguagekids.com](http://speachandlanguagekids.com)

# Multi-Sensory Spelling Ideas



## Communication and Interaction

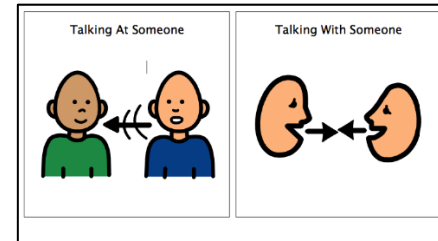
### Pragmatic skills

#### What might it look like?

- Difficulties with understanding and applying the unspoken rules of social communication;
- Does not recognise the needs of the listener;
- Over shares information or easily goes 'off topic';
- Difficulties with accessing or sustaining group work with peers;
- Does not recognise the personal space of others;
- Difficulties with taking turns in a conversation;
- Can appear rude but this is usually unintentional;
- Makes too much or too little eye-contact;
- Misreads situations so acts inappropriately;
- Difficulties with understanding body language and facial expressions;
- Talking with the appropriate intonation, speed and volume;
- Interpreting what the speaker intended, not just interpreting the words, e.g. "it's hot in here", meaning open the window;
- Matching the emotion of the other person.

#### Supportive Quality First Teaching Strategies

- Develop 'good talking' and 'good listening' prompt cards containing visuals to support the development of specific target skills. For example:



Communicate in Print: <https://www.widgit.com/products/inprint/index.htm>

- Mark space boundaries on tables with masking tape.
- Introduce specific my turn/your turn activities so that the pupil can work collaboratively with another to complete a task. This could include opportunities to complete a puzzle by taking turns to place a piece.
- Teach inference skills explicitly in context. 'It is hot in here.' What might that mean I need you to do to help?'
- Always give a clear role/purpose in group work. Provide a brief check-list of what that role looks like/involves
- Make the unspoken clear and teach in context. 'When I do this face, it means this.' Why do you think I am making this face? What do you think it means that you might need to do?'
- Model 'wondering aloud': 'I can see that Daniel has tears in his eyes. I wonder if this is because he is sad. I will go and see if I can help him.'
- Avoid indirect/implicit instructions such as: 'Can you give out the scissors, please?'

- Provide conversation starters and closers (see resources);
- Collect idioms and teach in context immediately as they occur. Support the pupil to create a collection of idioms with supporting visuals in a scrapbook to review regularly:



- Show idiom choices to make meaning explicit:

'They get on like a house on fire.'



or

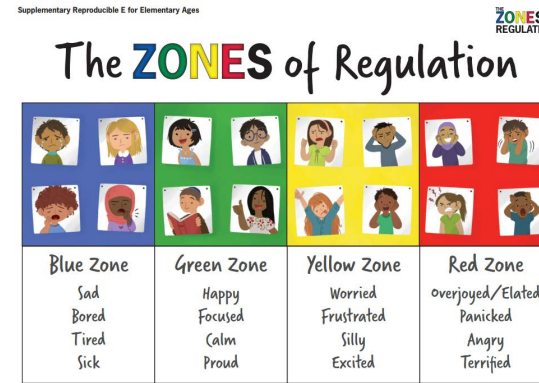


- Remind the pupil of the topic of conversation to 'bring them back'.
- Narrate what the other pupils are doing and why that might be happening to

develop situational understanding. 'I can see that Usman is sitting all by himself at that table. I wonder if he has got no one to work with.' This could be developed to then include teaching about what could be done to react appropriately to the situation.

- Use of Kagan strategies to support learners
- Explicitly teach the meaning of 'stock' classroom phrases/instructions and model the expected pupil response.
- Surround with positive peer role models and explicitly narrate their behaviours.

- Use of Zones of Regulations to explore gradients of emotion (similar to):
- 



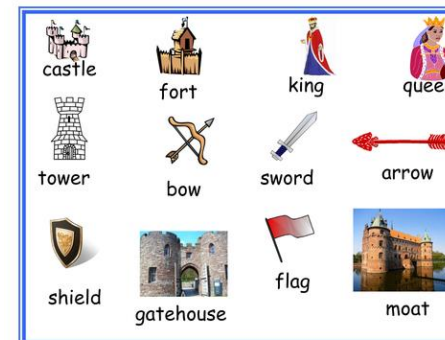
### Receptive Language (Understanding) and Expressive Language (The words used)

#### What might it look like?

- Difficulties with understanding vocabulary.
- Difficulties with using the correct word in the correct context because of lack of understanding.
- Finds following instructions challenging.
- Finds storing and retrieving vocabulary difficult.
- Often the last to follow an instruction – checks what peers are doing first.
- Uses non-specific vocabulary: ‘thingie’.
- Over uses natural gesture to support verbal communication.
- Does not always understand jokes.
- Difficulties with making semantic links.
- Using very limited language, perhaps only making their immediate needs known, rather than commenting or enquiring

#### Supportive Quality First Teaching Strategies

- Introduce pre- teaching of targeted subject specific vocabulary (see resources);
- Provide opportunities for overlearning vocabulary
- Make vocabulary mats available as a table top resource with supporting visuals:



- Use a simple system when a user has not understood (Red/Green cards)
- Ask pupils to classify a group of words into different categories and make cards for



each category with supporting visuals. For example, a list of transport words categorised into air/sea/land.

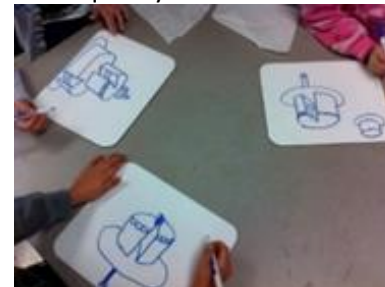
- Support the pupil to create a personalised vocabulary bank/dictionary containing visual supports.
- Play simple matching games using the same word with a picture, synonyms and antonyms. Learners could create their own versions for others to play. For example:



- Use natural gesture to support teacher talk. Ensure that gestures are consistent.
- Accompany key words with Makaton signs.

<https://www.makaton.org/aboutMakaton/>

- Use a mini-white board to quickly illustrate words that have a concrete meaning:



- Provide visual cues for key question words – refer to them as you use them.



- The adult displays the written word and a supporting visual and the learner adds to it all of words that come to mind when they see that word. This supports the activation of prior learning. The words can then be categorised.

- Model how to add a word e.g.
  - Name the item, “Look it’s a ball.”
  - Add a describing word, “That ball is big.” (Use gesture – big arms)
  - Add an action, “That’s a ball...it rolls” (add a gesture)
  - Add a function, “That’s a ball...you throw it!”
  - Add a pronoun, “That’s your ball. This is my ball.” (Use gesture)
  - Give a compliment, “I like that ball.”
  - State a fact, “I have a ball too!”
  - Start a game, “Let’s play with your ball.”
  - Make a fun noise, “That ball goes bounce, bounce, bounce.”

### Attention and Listening Skills

#### What might it look like?

- Fidgety;
- Difficulties with following/completing instructions;
- Calls out;
- Difficulties with maintaining a topic;
- Flits from activity to activity;
- Fiddles with equipment/resources;
- Requires a high level of prompting to remain focussed (1:1, small group or whole class)
- Rushes to begin and finish tasks;
- Difficulties building and maintaining friendships;
- Can display high levels of frustration within the classroom.

#### Supportive Quality First Teaching Strategies

- Ensure the child has had a recent hearing test. Quite often it can be assumed that this step has been carried out and it is not always the case.
- Think about the environment – is it too noisy? Are the children tuning out because it’s too hard to hear? Is there a balance between adult talk and quiet pauses? Do you need more soft furnishing to absorb sound reverberation from hard surfaces (curtains, carpets, cushions)? Aim to reduce background noise.
- Allow child extra time to process the language they are being told.
- Offer COMMENTARY: describe what the child is doing now, use simple repetitive phrases and pause between each phrase.
- Share a text/book e.g. use stories with rhyme or repeating phrases for the child to join in with, leave a gap for the child to fill in etc.
- Go down to the child’s level.
- Sit the child near the front and make frequent eye contact. Consider who they are sitting next to (positive peer role model)
  
- Before making an announcement to the whole class, gain their attention by tapping a board/clapping/ ringing a small bell/using a shaker. Make sure that the class know that this is their signal to stop, look at the teacher, and get ready to listen.
  
- Use the pupil’s name to get their attention before you talk to them.

- Regain the pupil's attention by casually mentioning his/her name while you are talking to the whole class.
- Sit the child where there are fewer distractions or offer a privacy board.
- Use visual support such as flash cards, pictures or objects while you are talking as to direct the pupil's attention.
- Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time.
- Signpost in advance what he/she is to listen out for.
- Give a synopsis of what is to come, 'this is about a girl who...'
- Explicitly teach positive prompts and use them with a visual support to redirect:
- Go for listening walks to identify environmental sounds - Red Rose
- Play copying, passing and anticipatory games that rely on the pupil listening out for and then acting upon a signal.

<b>Reluctant Talkers</b>	
<b>What might it look like?</b>	<b>Supportive Quality First Teaching Strategies</b>
<ul style="list-style-type: none"><li>• Relies on non-verbal communication methods;</li><li>• Increased anxiety when asked to speak in front of others;</li><li>• May appear to ignore others;</li><li>• Speaks in only selected situations;</li><li>• Limited vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Avoid pressure to talk.</li></ul>

### What (NOT!) to say to a reluctant speaker! Primary

Try not to...	If you say....	They will think..	Instead you could try...
Ignore their anxiety	<i>It's fine - You can talk to us just like you do at home!</i>	<i>No one understands how it feels! What is wrong with me?</i>	<i>Everyone feels a bit nervous with new places and people. It's ok. You can still have a good time here!</i>
Join in!	<i>It makes me sad when you don't talk to me</i>	<i>I must be REALLY bad if I am making my teacher sad.</i>	<i>I know it's hard for you to talk here at the moment...this is what we can do to help..</i>
Bribe them!	<i>If you talk today you can have one of my special stickers</i>	<i>That sounds really scary. If I get a sticker everyone will look at me.</i>	<i>Show me what you would like to play with today..</i>
Predict the worst!	<i>I know you won't want to do this activity....</i>	<i>That means I can stay quiet and not join in.</i>	<i>Let's think of the best way for you to join in this game!</i>



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- Offer a voice-recording device so that the pupil can record their response in private (see resource ideas in Cognition and Learning Section of the Toolkit).
- Allow child to use alternative ways of expression e.g. picture, gesture, written, Makaton signs <https://www.makaton.org/aboutMakaton/> , Widget Symbols <https://www.widgit.com/products/inprint/index.htm>
- Use partner talk strategies (KAGAN)
- Work to identify what makes the pupils feel safe and secure.
- Talk to parent/carer, is this the same behaviour that they experience at home or with less familiar adults out of school?

# Resources


**Makaton signs and symbols** <https://www.makaton.org/aboutMakaton/>

**Social Stories** <https://carolgraysocialstories.com/social-stories/what-is-it/>

# Conversation Starters/Closers

Templates and free downloads from Worcester Speech and Language Therapy Service

<https://www.hacw.nhs.uk/childrens-speech-and-language-resources/>



**Conversation starters**

<b>Questions</b>	How are you..?	Did you see..?
	How did you..?	Did you like...?
	What did you think about..?	
<b>Compliments</b>	Brilliant!	That's good!
	You know loads about...	
	I like your..	You're good at...
<b>Comments</b>	I noticed that you...	I liked...
	I was interested that you said..	
	You seemed to like...	Tell me...

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## Conversation Closers



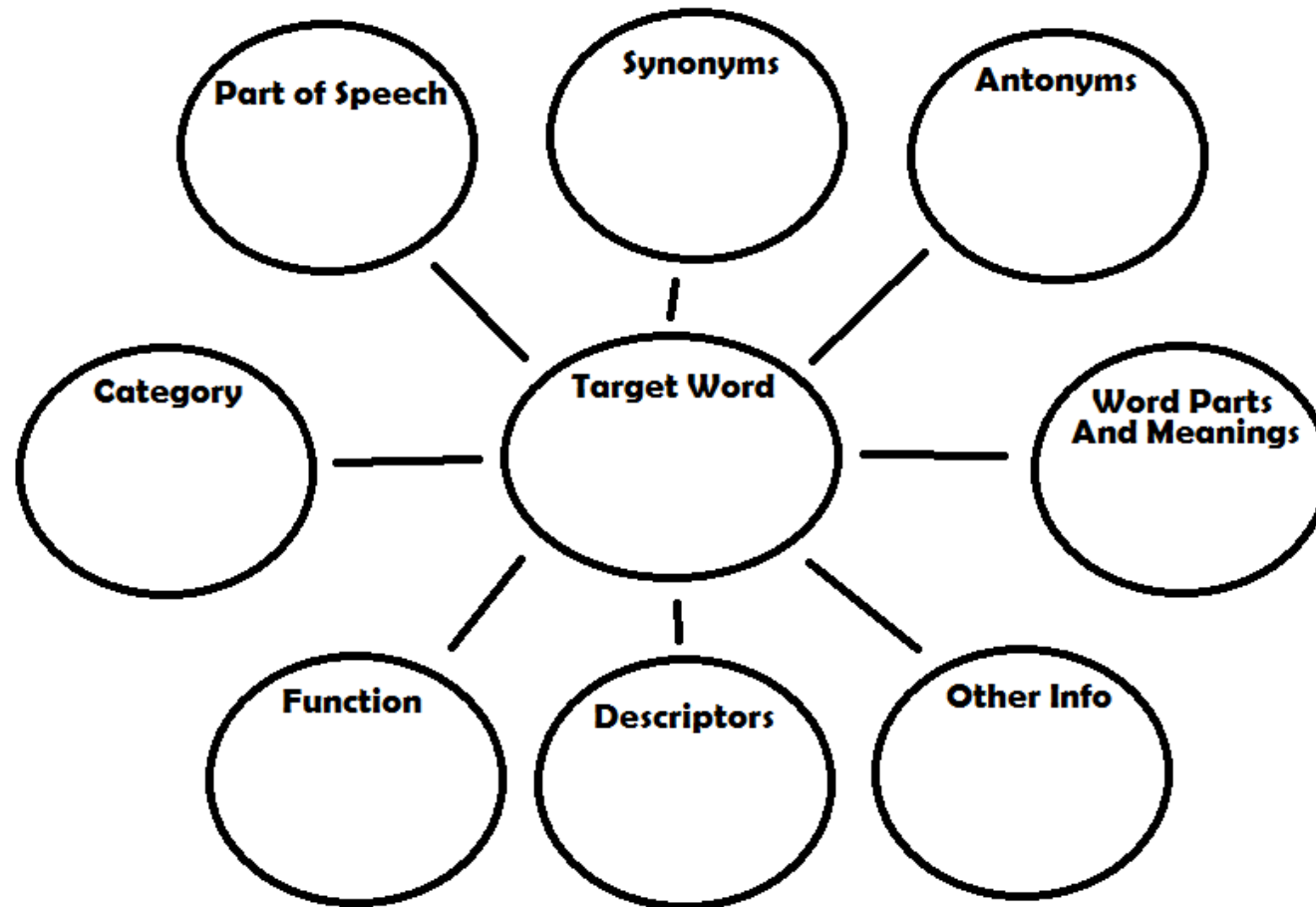
<b>Let the other person finish their turn!</b>	
	
<b>Signal....</b>	<p>You can give a reason...</p> <p>Well I had better hurry up and...</p> <p>Anyway I need to go and..</p> <p>Or just return to the purpose of the conversation..</p> <p>Anyway thanks for finding that for me!</p>
<b>Make a positive comment!</b>	<p>It was nice to meet you..</p> <p>I'm glad I saw you!</p> <p>Thanks for your help...</p>
<b>Say goodbye!</b>	<p>Have a good day!      See you!</p> <p>Bye!      See you later!</p>

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## Pre-Teaching Resources/Ideas



# Topic sorting planner





Sorting new vocabulary in a variety of ways will help children to get a really good understanding of the words and use their knowledge more flexibly. Every time you sort in a different way you increase the children's understanding of the vocabulary so let your imagination run riot!

Topic:	
<b>Ways to sort:</b>	<b>Ideas for this topic:</b>
How many claps in the word? <b>1, 2, 3</b>	
Which category is it in? <b>Food/not food</b>	
What parts does it have? <b>tail/no tail</b>	
What do you use it for? <b>eat it/not eat it</b>	
Where do you find it? <b>Outside/inside</b>	
What does it do? <b>moves/doesn't move</b>	

16.7.18 To complete a Never Heard the Word Grid.

I can listen to the words carefully.  
I can decide if I know the word or not.  
I can write a definition for each word, thinking carefully about our learning. *Kyran*

**Never Heard the Word Grid**











	Never heard the word	Heard it but not sure what it means.	Heard it and I know it. Write an explanation or use it in a sentence.
castle			 comes fight different castles
drawbridge	✓		
moat	✓		
dungeon			 you can see skeletons. its dark. The queen puts them in jail and they die
portcullis	✓		
turret	✓		
ramparts	✓		
flag	✓		
arrow slits	✓		
battlements	✓		

16.7.18 To complete a Never Heard the Word Grid. *Kyran*

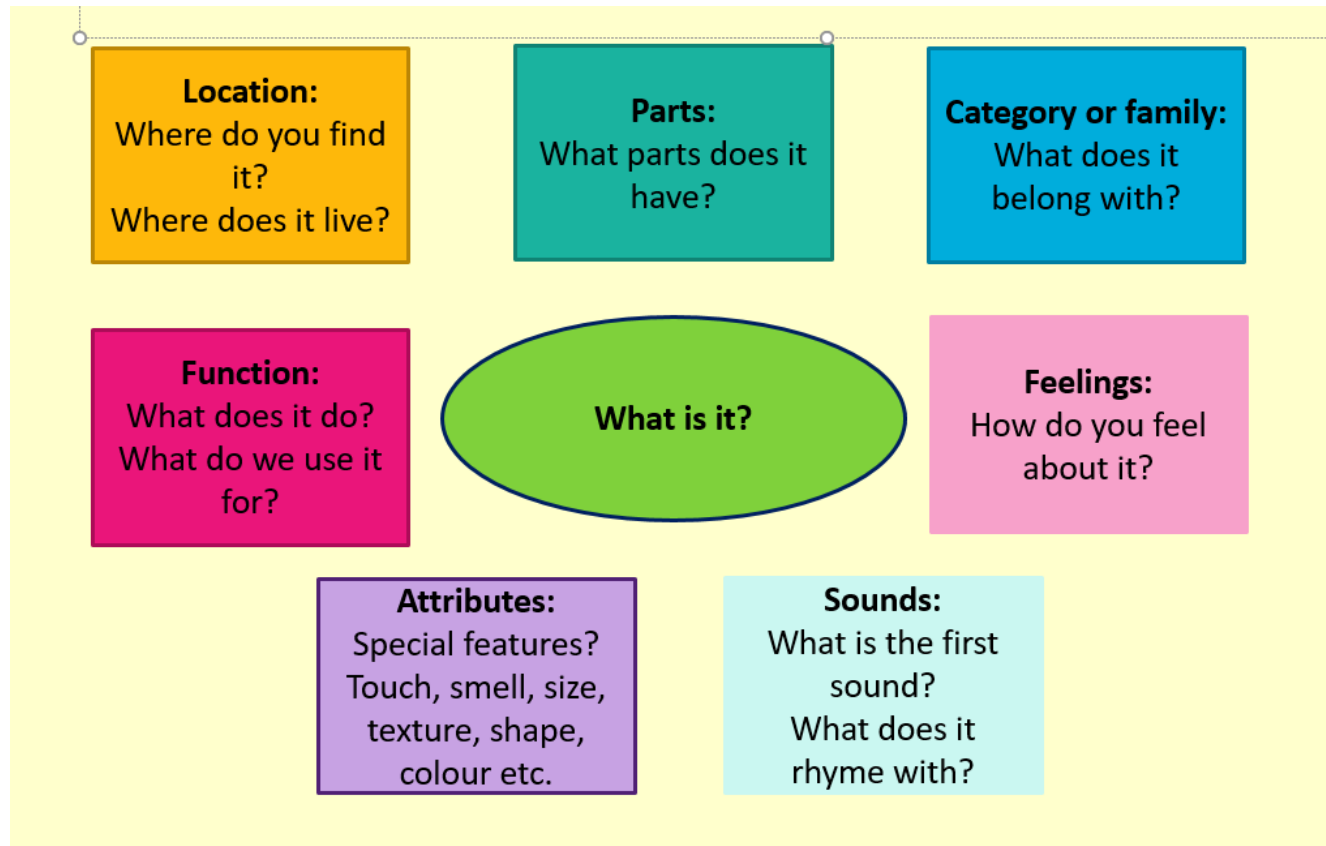
I can listen to the words carefully.  
I can write a definition for each word, thinking carefully about our learning.  
I can compare my work to what I did at the start of the topic.

**Never Heard the Word Grid**

	Never heard the word	Heard it but not sure what it means.	Heard it and I know it. Write an explanation or use it in a sentence.
castle			 Knights & Kings go inside for cover in battle
drawbridge			 Goes up + down for people can get in
moat			 like a river for trapping bad people coming
dungeon			 + jail thing where the bad people go in. Down under the ground.
portcullis			 Like the door made of wood
turret	✓		 Drew after we found it on a model.
ramparts			 like a wall.
flag			 to show people which castle they live in.
arrow slits			 people shoot arrows.
battlements			 people shoot arrows from them.

We discussed the progress Kyran had made.  
Start of topic = 4 words known  
end of topic = 9 words known confidently.





## Sample Planning Tool – Focusing on Vocabulary and Language Structure.

Activities	Supports	Language Functions	Language Structures	Vocabulary
<p>Identify, visualise and describe 2D shapes.</p>	<p>Shape vocabulary mat. Picture of each shape with its name next to it.</p> <p>Talking tins added to shapes on display. Pupil can press and listen to each shape's name.</p>	<p>Classifying Describing</p> <p>Questioning</p> <p>Identifying Expressing likelihood</p>	<p>It has got... It has not got...</p> <p>How many...? Does it have...?</p> <p>It is a... It could be... It might be... It must be... It has to be...</p> <p>because so</p>	<p><u>Nouns</u>: shape names, face, edge, vertex/vertices.</p> <p><u>Adjectives</u>: curved, straight, circular, irregular, obtuse, acute, angular, equilateral, isosceles, regular, irregular.</p>

## Physical and/or Sensory

### Fine Motor Skills

#### What might it look like?

- Difficulties with in-hand manipulation of small items;
- Difficulties with holding scissors correctly and cutting;
- Difficulties with developing a comfortable and effective pen/pencil grip;
- General tool skills are not age appropriate;
- Difficulties with applying the correct amount of pressure;
- Self-care skills such as dressing and eating are challenging;
- Issues with controlling a mouse, or using fingers to control movements on screen;
- Pencil control is not age appropriate;
- (Also see writing – letter formation, in the cognition and learning section)

#### Supportive Quality First Teaching Strategies

- Offer a range of adapted and progress tools for all classroom activities:



- Offer larger lines/squares to write in.
- Build in opportunities to rehearse pre-requisite writing shapes to 'warm up' before handwriting rehearsal: I - \ / + O
- Offer tools to support the correct posture for writing:



- Offer finger gym activities to 'warm up' the hands before writing/fine motor skills activities (see resources).
- Offer targeted activities as part of a refresh/refocus break or as a warm up for writing to tackle the prerequisite hand and strength skills (see resources).
- Allow additional time to change for PE./ Swimming
- Explore different writing tools for darkness, grip and ink flow.
- Explore fine motor skills activities on: <http://therapiststreetforkids.com/> and Fizzy Kids 'Clever Hands' <https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/>

### Gross Motor Skills

#### What might it look like?

- Appears 'floppy' – poor core strength;
- Difficulties with navigating spaces;
- Difficulties with balancing and climbing;
- Reported difficulties learning to ride a bike;
- Can appear 'clumsy';

#### Supportive Quality First Teaching Strategies

- Support correct posture for table top work:



- To build core strength allow the pupil to complete some tasks lay on their tummy.
- Rehearse navigating the classroom space when the classroom is empty/quiet. Offer classroom obstacle courses.

	<ul style="list-style-type: none"> <li>• Build movement breaks into classroom activities. These could be to punctuate learning as an opportunity to refocus/refresh. Opportunities to move around the room could be built in as a classroom 'job' such as giving out resources.</li> <li>• Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary.</li> <li>• Offer opportunities to write/mark make on a larger scale. For example, writing on a large chalkboard whilst stood up.</li> </ul>
<b>Hearing Impairment</b>	
<b>What might it look like?</b>	<b>Supportive Quality First Teaching Strategies</b>
<p>There are different degrees of deafness which can be identified as:</p> <p><b>Mild Hearing Loss:</b></p> <ul style="list-style-type: none"> <li>• Pupils can usually hear everything that is said to them in a quiet room, but not if there is background noise or if they are far away from the speaker.</li> <li>• A pupil would not be able to follow a whispered conversation.</li> </ul>	<p>It is important that specialist advice is sought as appropriate. The following are general supportive strategies that may need adapting according to the individual pupil's needs:</p> <ul style="list-style-type: none"> <li>• Think carefully about the pupil's seating position. The deaf pupil needs a global view of the classroom so that they have access to lip patterns of all children and staff. For pupils with a unilateral hearing loss ensure their best ear is facing the teacher / group.</li> <li>• Ensure that the speaker's face is visible and encourage only one person to speak at a time.</li> </ul>

- Some pupils with a mild hearing loss will use hearing aids.

#### **Moderate Hearing Loss:**

- Without hearing aids, a pupil is likely to be able to hear most of what someone says to them within a quiet room as long as they speak clearly.
- With hearing aids, they are likely to be able to follow a conversation within a quiet room.
- They will find it extremely difficult to follow a conversation in a large group, if there is background noise or they are far away from the speaker.

#### **Severe Hearing Loss:**

- With hearing aids or a cochlear implant, most pupils will be able to follow a conversation within a quiet room provided that the speaker is within two to three metres of them.
- A pupil is likely to require additional communication support, for example, sign support or lip-reading, to understand speech in the presence of any background noise or within a group conversation.
- In the presence of background noise, the pupil may find it extremely difficult to understand speech even with communication support.

#### **Profound Hearing Loss**

- Without a cochlear implant or hearing aids a pupil will not be able to hear speech or other sounds. They may be able to feel very loud sounds such as a lorry passing them in the street.

- Ensure the deaf pupil has their back to the window so they are not dazzled by sunlight when trying to lip-read. Use window blinds and lighting appropriately. Useful link: <https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/communicating-with-a-deaf-child/>
- Offer pre- and post-teaching sessions focusing upon key vocabulary, instructions and concepts.
- Ensure that there is a high level of visual support and identify the specific linked visual at the appropriate time.
- Allow enough time for the deaf pupil to look at the visual material before you start talking again – this gives them time to focus their attention back on the teacher or the teaching assistant.
- Deploy subtitles when watching a video. Ensure that any additional listening equipment is appropriately connected to the whiteboard.
- Provide a note taker (adult or peer) to record key information from a video as deaf pupils will be unable to make notes at the same time as watching a video.
- Be mindful of the level of background noise in the classroom. The deaf pupil should be seated away from away from sound sources such as fans, computers, radiators and doors.
- Ensure the class have at least a basic level of ‘deaf awareness’ input.
- Improve classroom acoustics and make reasonable adjustments in order to absorb unwanted noise e.g. use of displays, soft furnishings, felt on bottom of pencil pots
- Build additional processing time into lessons, particularly if they contain new information or a ‘question and answer’ session.



- Without a cochlear implant or hearing aids the pupil is likely to use a sign-based language to communicate directly with another person.
  - With cochlear implants or hearing aids the pupil may require additional communication support (for example through sign language or cued speech) to access speech, especially within background noise or within a group conversation.
  - In the presence of background noise the pupil will find it more difficult to understand speech.
- Name peers before they answer a question and repeat their answers.
  - Avoid overloading lessons with too much information or too much talk. Ensure resources (visual representations and iPad for searching) are available to support the understanding of unfamiliar language/key words.
  - Include opportunities for repetition in lesson time.
  - Avoid overloading lessons with too much information or too much talk.
  - Encourage the pupil to self-advocate by signalling if they cannot hear or have not understood.
  - Use open-ended questions to check understanding, as this prevents the deaf pupil from nodding without really understanding.
  - Allow deaf pupils to show their understanding via the means that best suits the way they learn, for example, if visual aids have been used to convey information, allow understanding to be demonstrated in the same way.
  - Get to know what teaching methods or activities the deaf pupil finds most tiring and build in breaks or find alternative methods and adapt activities to include tasks that do not solely rely on lip-reading
  - Consider the pace of the lesson – remember that a deaf pupil will become fatigued when they have to concentrate on watching and listening for long periods of time.
  - Keep oral instructions to a minimum – break down periods of spoken input into smaller sections within the overall lesson.
  - Become familiar with individual signs of tiredness and fatigue (e.g. asking for more repetition, not following all instructions, inattentiveness and difficulty concentrating on a task and lack of motivation to complete activities) so that you can intervene before the deaf pupil becomes frustrated.

- Useful NDCS information for this: <https://www.ndcs.org.uk/information-and-support/parenting-and-family-life/parenting-a-deaf-child/tiredness-in-deaf-children/>
- ‘Supporting the Achievement of Deaf Children in Primary Schools’ produced by the National Deaf Children’s Society provides several useful ideas and information. It can be accessed via the following link: <https://www.ndcs.org.uk/documents-and-resources/supporting-the-achievement-of-deaf-children-in-primary-schools/>

### Visual Impairment

#### What might it look like?

##### Low acuity:

- Acuity refers to the sharpness of the overall image seen. Both distance and near vision can be affected by poor acuity, but not necessarily to the same degree. Some pupils may be able to see quite small print on a page but be unable to see at a distance, while for others the opposite may be true.

##### Central vision loss:

- This refers to the area of the visual field that is used for detecting fine detail. They may be able to move around freely, however, if the rest of their visual field is unaffected. These pupils often have most difficulty with tasks involving reading, writing and close observation.

##### Peripheral vision loss:

- This can create the opposite effect to central vision loss, creating particular difficulties in moving around and locating objects, but leaving learners able to work quite effectively with detail using their central vision. It can also present learners with

#### Supportive Quality First Teaching Strategies

It is important that specialist advice is sought as appropriate. The following are general supportive strategies that may need adapting according to the individual pupil’s needs:

##### Gather evidence/advice to support an assessment of:

- How much sight, if any, do they have? How useful is it and for what activities?
- What level of skill do they possess in braille and other tactile skills? In particular, what is their speed of reading?
- What experience of the visual world, if any, do they have? Have they ever seen and therefore possess any visual memory?
- Do they tire easily? Is there a limited period of time over which they can work efficiently?
- How competent are they in moving around the classroom independently and safely?
- Where is the best place for the learner to sit? Seating arrangements will need to be flexible.

##### Principles for modifying resources:

- Plan ahead to make sure you/support staff have time to modify materials before the lesson.
- Make sure support staff know exactly what is required and by when.

difficulty in finding the 'space' to record their answers on a question paper or workbook.

**Patchy vision:**

- Irregular patches of poor vision affect some pupils' sight, so that they may have to scan objects consciously in order to see them effectively. Complicated visual tasks may become impossible for these learners if they can only pick up information in disjointed fragments.

**Low contrast sensitivity:**

- Some visual conditions cause particular difficulties where an object does not stand out clearly from its background. For these pupils the lighting and colour scheme of the school environment will be especially significant. They may also find the clarity and contrast of print on the page more important than its size.

**Light sensitivity:**

- Many pupils with a vision impairment will find strong changes in light difficult to manage. Many find bright light painful (photophobia), while others may find it difficult to adjust visually when moving from a bright to a dimly lit area or activity.

**Eye movement difficulties:**

- Some visual difficulties arise from problems in controlling different muscle functions in the eye. Nystagmus, for example, involves a continuous involuntary movement of the eyes, usually from side to side, which creates significant focusing difficulties. Some learners may have problems with convergence (the ability to train both eyes on the

- Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed.
- Prepare resources electronically so that they can be saved and modified easily to produce different versions.
- Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves on their own computers.
- Encourage learners pupils to submit written work electronically wherever possible, and add your own comments electronically so that they are also accessible to learners.
- Give extra time, if needed, for pupils with VI to process information and complete tasks. Where extra time is not possible, think about the simplest approach or resource that will enable them to meet the learning outcomes.

**Explore the learning environment and consider:**

- Signage and display: is it clear, well positioned and easily visible, perhaps using braille or symbol?
- Are steps, edges, pillars and other transition points highlighted with yellow paint?
- Provide 'tactile trails' – dado rails or other textured materials at hand height so that pupils can follow to find the route to a particular place in the classroom/school.
- Offer different floor coverings for different areas of the room to indicate a change of environment/zone.
- Ensure corridors, cloakrooms and classrooms kept free of obstructions.
- Allow for fatigue.
- Encourage the pupil to self-advocate and wither signal if they can't see clearly or make independent adjustments to their seating arrangements or resources.

same object at the same time) while others may find it hard to shift their focus from a near to a far object.

**Colour loss:**

- Colour confusion on its own is not considered to be a vision impairment, but it often accompanies and compounds other visual difficulties. The extent of a colour vision loss varies between individuals, but the main educational implications are likely to involve difficulty in distinguishing detail in pictures, maps and diagrams. Activities which depend on colour coding may also present significant access problems to learners with a severe colour loss.

**Learners with partial sight:**

- The term 'partially sighted' is used to describe vision impaired pupils who work primarily through sight. It includes those with relatively minor visual difficulties as well as those who may be on the margin between print and braille and who are sometimes described as having low vision. Partially sighted pupils make up the majority of vision impaired learners.

**Learners who are blind:**

- Pupils who are educationally blind do not have enough sight to work through the visual medium of print, relying instead on their other senses. For many learners this may involve working through touch via braille. However, being educationally blind does not necessarily mean that a learner has no useful vision; many braille-reading learners have some vision which may be useful to them both in

and out of the classroom, for example, for close observation of practical work, or for independent mobility. Among those learners who are completely blind it is important to distinguish between those who have had some sight in the past and those who have never seen. A pupil's ability to grasp certain visual concepts may be greatly influenced by whether they have ever had direct visual experience of the world around them.

### Sensory Processing

#### What might it look like?

##### Visual:

##### **Sensory Seeking (Hyposensitivity):**

- Flapping hands in front of face;
- Concentration on peripheral vision;
- Poor depth perception;
- Fascination with light.

##### **Sensory Sensitive (Hypersensitive):**

- Finds colours, patterns, lights distressing;
- Focus on detail rather than the big picture;
- Dislikes bright lights;
- Looking down, covering or closing eyes.

##### Auditory:

##### **Sensory Seeking:**

- makes own noises;
- ignores certain sounds but tunes into others;
- enjoys noisy places.

##### **Sensory Avoiding:**

- covers ears;
- makes own noises;
- difficulty concentrating;
- able to hear distant better than close sounds;
- noise of computers, lights, white boards can be

#### Supportive Quality First Teaching Strategies

##### Visual:

- Adjust lighting to make the child comfortable;
- Allow the child to wear sunglasses;
- Allow access to a low arousal area e.g. 'pop up' privacy boards;
- Think about classroom displays and visuals. Make sure that they are uncluttered and clear;
- Offer an individual table/ desk lamp;
- Matt surfaces/laminate wallets to reduce glare;
- Roller blinds and blackout curtains;
- Banish clutter;
- Use light to draw attention.

##### Auditory:

- Provide ear defenders or a soft headband which can be pulled down over ears;
- Use of an personal music player to listen to whilst working or use as a calming strategy. Listen to recordings of natural sounds such as a rain storm, waves, animals etc. Play background white-noise; **Now Press Play**
- Use of furniture, cushions, drapes rugs and carpet to absorb noise;
- Check for 'buzzing' from electrical equipment and minimise where possible;
- Reduce echoes;
- Limit background noise;
- Consider being part of a smaller group for activities;
- Timetable quiet time in a quiet room;

painful.

**Taste:**

**Sensory Seeking:**

- eating inappropriate objects and materials;
- liking strong or odd flavours.

**Sensory Avoiding:**

- fussy eater;
- liking of bland food;
- certain texture cause discomfort.

**Smell:**

**Sensory Seeking:**

- licking objects or people;
- sniffing objects or people;
- seeking out strong odours.

**Sensory Avoiding:**

- dislike of areas e.g. toilets, kitchens, dining rooms;
- dislike of body smells;
- dislike of breath smells e.g. coffee.

- Sit the child nearer to the person talking;
- Sit the child facing the person talking. Gently touch the child and say their name to gain attention before speaking;
- Use signs (Makaton), symbols, gestures and objects of reference to support language;
- Allow extra time for repetition.

**Taste:**

- Act as a role model and eat alongside the child;
- Praise good eating/drinking;
- Do not insist that a meal is finished;
- Introduce new foods gradually – begin by being near to the food, then handling in messy play, “snake taste” – a quick lick, then a small bite. This can take weeks or months, don’t rush it;
- Provide choices;
- Introduce lip balms to experiment with different flavours;
- Incorporate crunchy, chewy or sticky snacks throughout the day for those that like to chew;
- Chewing /sucking on hard sweets;
- Offer a range of textures: celery, peanut butter, raw vegetables;
- Suck up thick liquids through a straw: milkshake, smooth soup
- Blowing bubbles

**Smell:**

- Avoid wearing perfume or strong smelling cosmetics to work.
- Work on desensitisation to smells. Begin with small amounts for short periods of time.
- Explore which scents calm or stimulate the child. Calming scents are vanilla and rose; peppermint and lemon are usually invigorating.
- Create smell tubs to offer the child when required.
- Use a rub to pop under the nose to mask smells e.g. Vicks (ensure the child has no allergies and that the rub is age appropriate).
- Replicate home smells at school e.g. washing powder, air fresheners.

**Tactile:****Sensory Seeking:**

- needing to touch people, objects, and materials;
- self harming;
- high pain threshold;
- liking pressure (tight clothes and hugs).

**Sensory Avoiding:**

- tactile defensive;
- resistant to physical contact;
- inability to touch certain substances or clothes;
- resistant to hair and teeth brushing.

**Vestibular (Balance) and Proprioception (Body Awareness):**

- Rocking, spinning, flapping;
- Bumping into objects and people;
- Being unaware of body position or personal space;
- Touches other children when sitting on the carpet, 'can't keep their hands to themselves;'
- May be overly physical with others – unaware of own strength;
- Fear of P.E apparatus, reluctance to join in with physical games;
- Poor judgement of depth e.g. difficulties climbing and jumping off apparatus;
- Low muscle tone, floppy, weak, stumbles;
- Leans against walls and furniture, runs hands along the wall when walking down a corridor;
- Likes to jump and lie on the floor;
- Problems manipulating small objects e.g. tying

- Go on smell walks outside and inside.
- Offer multisensory experiences e.g. cooking, making mud pie.

**Tactile:**

- Provide a small box containing a range of tactile materials such as silk ribbon, various grades of sandpaper, corrugated card, felt, velvet, elastic/lycra backed with velcro so that children can stick them onto their desks to stroke according to their sensory needs – a menu.
- Allow them to leave lessons early or late to avoid crowds;
- Variations on school uniform: may stipulate colour but style to suit e.g. a scarf instead of a tie, round necks instead of collars, tighter clothing to provide deeper pressure;
- Allow clothing not to be tucked in.

**Vestibular:**

- Provide support and reassurance in P.E lessons;
- Peer/Buddy to demonstrate movements first so that they can judge speed, force, depth and possible vestibular impact;
- Plan movements, provide obstacle courses and give time to talk through first;
- Teach self-awareness and monitoring e.g. 'check-ins', pre-activity talk and reflection activities;
- Opportunities for regular, rhythmical bouncing e.g. use of a therapy ball;
- Swinging activities;
- Incorporate movement in activities- pass things around a group, put chairs away, collect objects.;
- Help the child engage physically before completing a 'thinking task'. Hand out items, sing and dance, dough disco;
- Ask the child to carry things during transitions e.g. when getting into the car, walking around school;
- Include breaks in all activities; - Sensory Street, Tent, Zone Room
- Ensure movement activities are observed to identify manageable risks;
- Gain advice from Occupational Therapy to arrange comfortable seating that minimises movement during mealtimes;

laces;

- Movement of whole body to look at something;
- Difficulty with starting and stopping.

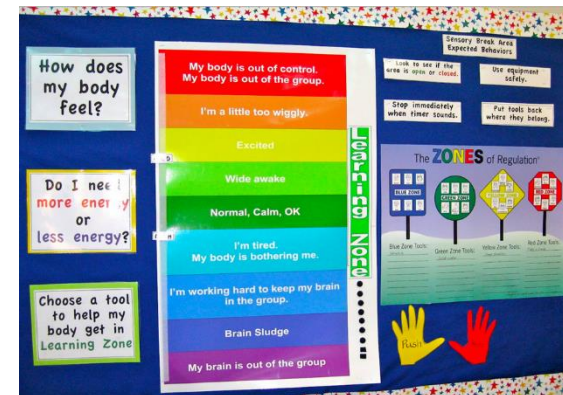
- Use visual and verbal cues to support movement activities;
- Make sure the environments and pathways are clear of objects that could be tripped over;
- Ensure lots of repetition in movement activities.

#### Proprioception:

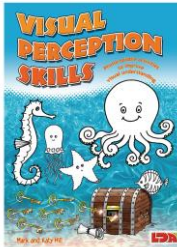
- Heavy work activities such as climbing, sweeping, pushing and pulling games;
- Indicate boundaries with tape;
- Provide a 'sitting spot';
- Break activities into small steps;
- Allow leaning against furniture/ walls;
- Stretchy band play;
- Avoid dangling feet;
- Provide a weighted blanket or lap weight.
- Use larger, more forceful movements before refining patterns.
- Select heavier objects for playing.

#### For all of the above:

- **Create an individual sensory diet plan (See resources). Review and consider the impact of adjustments after an appropriate period of time.**
- **Create a sensory break area within the classroom and teach children how to monitor and regulate their level of alertness.**





Visual Stress	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• Complains about blurry text, text that moves, jumbles or bunches up;</li> <li>• Moves the text a lot when reading;</li> <li>• Reading is inaccurate;</li> <li>• Appears uncomfortable/fidgety when reading;</li> <li>• Complains of frequent headaches/nausea;</li> <li>• Dislikes glare, white backgrounds;</li> <li>• Difficulties with tracking and completing a return sweep (moving from one line of text to another);</li> <li>• Loses place often when reading, misses out words or lines, re-reads.</li> <li>• Tries to avoid reading tasks;</li> <li>• Rubs eyes and yawns more often than would be expected;</li> <li>• Difficulties with letter placement and spacing when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer coloured overlays and printed materials on pastel coloured paper;</li> <li>• Frequent rest breaks;</li> <li>• Change interactive whiteboard colour background;</li> <li>• Visual perception skills activities for example, published by LDA</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>• Use of a reading ruler/ line tracker</li> <li>• Increase line spacing (at least 1.5)</li> <li>• Use a rounded font such as Comic Sans or Sassoon Primary. Font size to be at least 12 pt;</li> <li>• Ensure resources are presented simply and uncluttered. Use colour to demarcate different sections of text;</li> </ul>

# Resources

## Finger Gym Activity Ideas

- Moulding and rolling play dough into balls - using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Popping bubble wrap
- Rolling play dough into tiny balls (peas) using only the finger tips.
- Finger football.
- Using pegs or toothpicks to make designs in play dough.
- Cutting play dough with a plastic knife or with a pizza wheel.
- Tearing newspaper into strips and then crumpling them into balls. Use to stuff scarecrow or other art creation.
- Scrunching up 1 sheet of newspaper in one hand. This is a super strength builder.
- Using a plant sprayer to spray plants, (indoors, outdoors) to spray snow (mix food colouring with water so that the snow can be painted), or melt "monsters". (Draw monster pictures with markers and the colours will run when sprayed.)
- Picking up objects using large tweezers such as those found in the "Bedbugs" game. This can be adapted by picking up Cheerios, small cubes, small marshmallows, pennies, etc., in counting games.
- Shaking dice by cupping the hands together, forming an empty air space between the palms.
- Using small-sized screwdrivers like those found in a building set.
- Lacing and sewing activities such as stringing beads, Cheerios, macaroni, pasta etc.
- Using eye droppers to "pick up" coloured water for colour mixing or to make artistic designs on paper.
- Rolling small balls out of tissue paper then gluing the balls onto construction paper to form pictures or designs.
- Turning over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
- Making pictures using stickers or self-sticking paper reinforcements.
- Playing games with the "puppet fingers" -the thumb, index, and middle fingers. At circle time have each child's puppet fingers tell about what happened over the weekend, or use them in songs and finger plays.
- Threading or weaving through netting, screw top jars with things inside.
- Peg activities across the curriculum - e.g. our calendar is a washing line, I do "peg words" - picture cards with 8 or so pictures, put pegs on the ones beginning with s. This way they are developing fine motor across the curriculum
- Various threading activities - beads, numbers, teddies, plastic templates with holes in (more like sewing), children preparing their own template, putting the holes in and threading.
- You can make big mazes (with only one way to go) and shapes that you laminate and then the children follow them using a whiteboard pen.
- Making pom-poms using two circles with holes in them is also good fun.
- Clay is also good as it is not quite as malleable as play dough and they really have to squash and squeeze to get anywhere.

- Trays filled with (past their sell by date) rice/lentils and plastic tweezers. The children transfer the grains to little containers (old film canisters useful).
  - Also unscrewing little jars (start collecting empty cosmetic jars, rinse out well and put something interesting inside e.g. cotton wool dampened with lavender or vanilla essence, little beads).
  - Hiding 'treasure' in little mounds of play dough is fun.
- 
- Bending pipe cleaners into different shapes.
  - Children to draw a small picture and then make holes very close together - use cocktail sticks. When done the children can tear the picture out- like making a perforated edge.
  - Hole punches and staplers - making holes in paper plates and then locking the padlocks into them.
  - Stretching rubber bands between individual fingers and thumb.
  - Putting large plastic rings on each finger.
  - Make small rolls of silver foil then flick into a 'goal'.
  - Finger puppets
  - Single hole punch

## Fine Motor – Prerequisite Skills

For all activities start on a small scale and refine.

### Fine Motor Strength

Theraputty, playdoh, mouldable materials	<ul style="list-style-type: none"> <li>• Squeezing, squishing, pushing, pulling and moulding;</li> <li>• Hiding small items and then pulling them out;</li> <li>• Dough disco;</li> <li>• Exercise programme.</li> </ul>
Spray bottles	<ul style="list-style-type: none"> <li>• Water play;</li> <li>• Water the plants;</li> <li>• Banish monsters (draw pictures and then squirt);</li> <li>• Target practice</li> </ul>
Clothes pegs	<ul style="list-style-type: none"> <li>• Use the <i>pads of the thumb and index finger</i> to open the clothespin rather than pinching it open against the side of the index finger;</li> <li>• When pinching open, try alternating each finger to squeeze opposite the thumb;</li> <li>• Place clothespins along the top of a container and then on top of each other to construct a design;</li> <li>• Pick up small objects with the clothespin: cotton balls, pompoms, crumbled paper, beads, pegs, etc;</li> <li>• Attach several clothespins along the bottom hem of shirt and then pull them off;</li> <li>• Place clothespins around a paper plate;</li> </ul>
Hole puncher	<ul style="list-style-type: none"> <li>• Punch holes along strips of paper (1 to 2 inches wide) or along the edges of a sheet of paper or paper plate;</li> <li>• Use hole punch clippings to make confetti or 'snow' to glue on paper for pictures.</li> </ul>
Pinch Strengthening	<ul style="list-style-type: none"> <li>• Tongs, tweezers, connected chop sticks, strawberry hullers: use these to pick up small objects for sorting, such as beads, marbles, beans, pompoms and cotton balls;</li> <li>• Corn cob holders or large push pins (thumb tacks): Place a picture over a sheet of craft foam or cork board (or trivet). Then use the push pin or corn cob prongs to punch holes along the lines of a picture. Hold it up to let the light shine through;</li> <li>• Push a toothpick point into a styrofoam tray or plate, or in aluminium foil placed over craft foam or corkboard to make a picture;</li> </ul>

**Thumb Opposition**

Activities to open the web space	<ul style="list-style-type: none"> <li>• Squeezing mouldable materials;</li> <li>• Bulb syringe games;</li> <li>• Art activities with squeeze bottles;</li> <li>• Shuffling cards with palms up;</li> <li>• Water play with spray bottles and squeeze toys.</li> </ul>
Developing movement	<ul style="list-style-type: none"> <li>• Connect four;</li> <li>• Tiddly winks;</li> <li>• Sealing Ziplock bags;</li> <li>• Peeling stamps and stickers;</li> <li>• Wind-up toys.</li> </ul>

**Crossing the Mid-Line**

Throwing and Catching Games	<ul style="list-style-type: none"> <li>• Throw or roll, if on the floor, a medium or large ball towards targets (bucket, container) to the right of centre and the left of centre;</li> <li>• Bat balloons or a light balls with both hands on the bat or a tennis racket;</li> <li>• Paddle games like ping pong - encourage using the same hand;</li> <li>• Bean bag toss: place target containers to the left and to the right; instruct the child to use the same hand for a full round, may switch to the other hand for alternating rounds if desired;</li> <li>• Catch balls thrown, or rolled, to the right and to the left of centre, encourage catching with both hands together;</li> </ul>
General Activities	<ul style="list-style-type: none"> <li>• Double drums or bongos: challenge your child to bang the right drum with the left hand and the left drum with the right hand;</li> <li>• Push toy trucks and cars while crawling on the floor along a path made with tape; create lots of turns and waves;</li> <li>• Floor play: when playing on the floor, encourage your child to lean on one hand or elbow. Place the toys or games on the side being leaned on. This forces the child to cross the middle when playing;</li> <li>• Play sorting games: place objects to sort on the left side and containers to place them in on the right side: sort coins, cars vs. trucks, pompoms, marbles, etc.;</li> <li>• Scoop sand into a bucket using one hand to hold the bucket and the other to scoop and reach across;</li> </ul>

	<ul style="list-style-type: none"> <li>• Play flash light tag in a darkened room on the ceiling and walls while lying on your back; be sure to hold the flashlight in the same hand;</li> <li>• Steering wheel (found in many playgrounds): encouraging using the same hand to turn the wheel all the way around;</li> <li>• Alternating hand-over-hand activities such as pulling along a rope while on a scooter board;</li> <li>• Make figure 8's and other motions with streamers; one hand at a time and crossing left and right;</li> <li>• With a group of friends, play circle games to music while sitting crossed legged on the floor, such as passing a balloon or ball, toy, etc.</li> <li>• Play body awareness games like the Hokey Cokey and Simon Says.</li> </ul>
Fine Motor Activities	<ul style="list-style-type: none"> <li>• Draw a large circle, oval, horizontal line or any picture that requires a left to right reach. Position your child in the centre. Have your child place stickers or a stamper along the lines of the picture using the same hand;</li> <li>• Coin flipping: line up a row of coins, placing the child at the centre. Flip coins one at a time with the same hand from one end to the other;</li> <li>• Deal cards to a group using one hand to hold the deck and the other to deal to everyone around the table.</li> </ul>

### **Pincer Grip**

Activities	<ul style="list-style-type: none"> <li>• Using tongs/tweezers;</li> <li>• Buttons;</li> <li>• Stringing beads;</li> <li>• Hole punches;</li> <li>• Tiddly winks;</li> <li>• Peeling;</li> <li>• Tearing;</li> <li>• Crumpling paper between thumb and forefinger;</li> <li>• Finger football;</li> <li>• Flicking.</li> </ul>
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### **Finger Isolation**

Games and Activities	<ul style="list-style-type: none"> <li>• Pointing games (I spy);</li> <li>• Finger and shadow puppets;</li> <li>• Finger painting;</li> <li>• Finger football;</li> <li>• Finger spelling – signing the alphabet.</li> </ul>
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**Hand Arches**

<p>Developing the "Precision" side of the hand: Let the thumb, index and middle fingers do the work</p>	<ul style="list-style-type: none"> <li>• Cutting with scissors;</li> <li>• Scooping sand, rice, beans, etc.</li> <li>• Draw around small circles and fill in small circles;</li> <li>• Wind-up toys;</li> <li>• Try to twist a cap onto a small bottle or a tube of toothpaste with one hand;</li> <li>• Cupped hand activities: shaking dice, forming a ball of clay or putty by rolling it between both palms, see how much rice, beans, sand, etc.;</li> <li>• Tongs, tweezers, connected chop sticks, strawberry hullers: use these to pick up small objects for sorting, such as beads, marbles, beans, pompoms and cotton balls;</li> <li>• Dress up dolls: requires a surprising amount of hand strength and endurance;</li> <li>• Place coins or bingo chips in narrow slots; a piggy bank is perfect, Connect Four game;</li> <li>• Eyedroppers: make colourful dribble art creations by placing drops of coloured water on a paper towel or coffee filter.</li> </ul>
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**Hand-eye Coordination**

<p>Activities</p>	<ul style="list-style-type: none"> <li>• Tracing on large lines;</li> <li>• Mazes;</li> <li>• Throwing and catching;</li> <li>• Bouncing balls;</li> <li>• Dot-to-dot puzzles;</li> <li>• Word searches;</li> <li>• Lacing and threading activities;</li> <li>• Pressing activities.</li> </ul>
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**Bilateral Coordination**

Simple Symmetrical Activities	<ul style="list-style-type: none"> <li>• Blow bubbles and reach with both hands to pop them;</li> <li>• Pull cotton balls apart, glue on paper to make a picture;</li> <li>• Tear strips of paper, paste on paper to make a collage;</li> <li>• Squeeze, push and pull on clay, putty, Playdoh or modelling foam;</li> <li>• Pull apart construction toys (Duplo, Lego) with both hands;</li> <li>• Roll Playdoh, putty or clay with rolling pins</li> <li>• Percussion toys: symbols, drums (both hands together), etc;</li>   <li>• Pull apart and push together LEGO</li> <li>• Penny flipping: line up a row of pennies, start flipping with each hand at the far end until they meet in the middle;</li> <li>• Ball play: throw and catch with both hands together;</li> <li>• Bounce a large ball with 2 hands, throw or push a ball with 2 hands.</li> </ul>
Alternating Movements	<ul style="list-style-type: none"> <li>• Drum or Bongos: with both hands one at a time (reciprocally); try to imitate a rhythm;</li> <li>• Ride a tricycle or bicycle;</li> <li>• Air biking: while on your back, raise your feet up toward the ceiling and pretend you're pedalling a bike;</li> <li>• Walking, running, skipping, swimming;</li> <li>• Play follow the leader hopping on one foot, then the other; then 2 to 3 times on each foot, alternate repetitions and feet; add arm motions to increase the challenge;</li> <li>• Juggle scarves.</li> </ul>
Activities that Require Different Skill Sets for Each Hand	<ul style="list-style-type: none"> <li>• Cut out all types of things with scissors: cut straws and then string up pieces for jewellery, cut play doh or putty, cut up greeting cards and make a collage, cut styrofoam packing peanuts;</li> <li>• Spread peanut butter, or any spread on crackers, frost cookies; be sure to hold the cracker or cookie still;</li> <li>• String beads to make jewellery;</li> <li>• Colouring, writing, drawing: be sure the other hand is holding down the paper.</li> </ul>
Body Awareness Activities	<ul style="list-style-type: none"> <li>• Simon says;</li> <li>• The Hokey Cokey;</li> <li>• Crawling;</li> <li>• Wheelbarrow races.</li> </ul>

### Upper Body Strength and Stability

Trunk stability	<ul style="list-style-type: none"> <li>• Play toss and catch games in a kneeling position;</li> <li>• Challenge: how long can you tolerate watching television, or doing some other distracting activity, while kneeling on your knees.</li> </ul>
Shoulder strength and stability	<ul style="list-style-type: none"> <li>• Tummy time: We Playing while lying on the tummy is a great way to develop shoulder strength and stability;</li> <li>• Scooter board while on your tummy for rolling down gentle hills, sliding around to pick items up off the floor or to pull yourself along by "climbing" a rope;</li> <li>• Wheelbarrow walking;</li> <li>• Crawl on all fours: forward, backward, sideways or change direction on command;</li> <li>• strengthen the arms on the playground: swing on monkey bars, trapeze bar, ladders, climb up the slide (if permitted);</li> <li>• Draw large shapes and pictures on chalkboards or white boards with both hands simultaneously.</li> </ul>
Wrist stability	<ul style="list-style-type: none"> <li>• Walk or race while balancing a tennis ball on a large spoon; do not let it fall!</li> <li>• Play with a Yo-Yo;</li> <li>• When sitting on the floor to play, lean into one hand and keep the hand open; Reach across your body with the other hand to play. This is a good position for drawing with sidewalk chalk, doing a floor puzzle, playing with blocks and other small toys;</li> <li>• Practice opening jars of all sizes;</li> <li>• Pour water from a pitcher into several cups;</li> <li>• To keep the wrists straight while colouring, drawing and writing, use a slanted or vertical surface such as an easel or a wide 3-ring binder turned sideways. Paper can be taped to a wall as well.</li> </ul>

### In Hand Manipulation

Activities	<ul style="list-style-type: none"> <li>• Pick up a small object with fingers (bead, coin, M&amp;M candy, popcorn, etc.) and "hide" it in your hand. Then pick up another and another;</li> <li>• Move one item from your palm to your fingertips and place it down on the table (or put it in your mouth if it's food);</li> <li>• Practice removing small objects from a container one at a time and hiding each within the palm. Then placing</li> </ul>
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them back, one at a time;

- Connect 4 game: hold several chips at a time within the palm while placing chips in the slots;
- Place coins in a Piggy Bank starting with several coins in the palm;
- Place items in slots (Bingo chips, coins, pegs) while holding several within the palm;
- Twist open or closed lids on small bottles or toothpaste tube held within the palm of the hand;
- Flip a coin from head to tail within the fingers of one hand;
- Cut with scissors and practice adjusting the grip on the paper with the helping hand;
- Practice buttoning, zipping and snapping snaps;
- Turn dice within the fingertips to see different sides;
- Pop beads: large size for preschool, small (play jewellery type) for older children;
- Place clothespins around an index card or paper plate: encourage using only one hand to position/reposition the card or plate;
- Craft activities that require using bottles to squeeze: glue, glitter glue, puffy paint, fabric paint, etc.

## Social, Emotional and Mental Health

### Self-Monitoring and Regulation Skills

#### What might it look like?

- Difficulties with recognising and managing own emotions;
- Disproportionate responses to situations;
- Difficulties with identifying and responding to emotions of others;
- Mood changes can be extreme, unpredictable and/or very fast.

#### Supportive Quality First Teaching Strategies

- Teach different emotions. based on Incredible five Point scale. This could be done by using 'A "5" could make me lose control!' 'an activity-based method for evaluating and supporting highly anxious students' by Kari Dunn Buron. and/or personalised self-regulation charts.



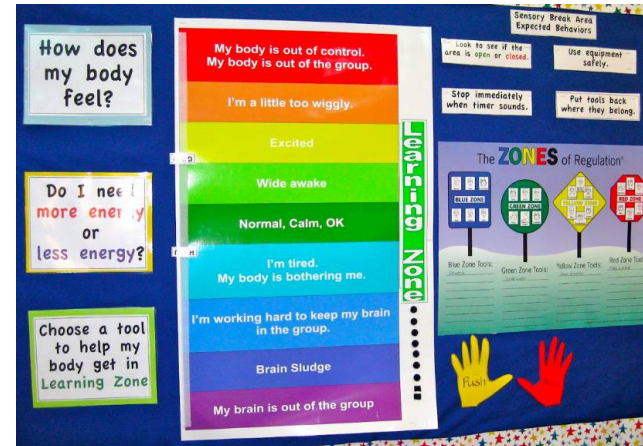
When introducing the above approach, you must:

- Teach each emotion explicitly.
- Introduce a high range of emotional vocabulary at each stage.
- Link the scale to images that they can relate to and enjoy.
- Review 'how their body feels' and 'what they do' (actions/behaviours) when feeling each stage. This will then lead to 'how can I help myself' and 'how can others help me'.

It is important children learn that each emotion is natural, and we all feel them, however, our reactions and behaviours when we feel emotions may result in

negative consequences.

- Teach that emotions are on a sliding scale, you don't have to get to a 5 to reset.
- Introduce a self-regulation and monitoring chart (see resources). Classroom display can also be used:



Where possible introduce as whole school, if not, for the class in which the pupil is working to ensure the language of emotions and self-regulation is taught effectively.

- Introduce a self-soothing breathing activity:



www.EncouragePlay.com © 2008

Image taken from Pinterest linked to [www.EncouragePlay.com](http://www.EncouragePlay.com)

- Offer a classroom safe space for withdrawal. Agree how long the pupil can remain there and what sort of activities are acceptable. A pop-up tent may provide a helpful self-regulation space.
- Provide the pupil with an exit strategy, ensure they have a clear, safe 'flight path' to exit the classroom and a safe space to retreat to.
- Brief and debrief the pupil. You can implement visual debrief strategies such as, Comic Strip Conversations. Discuss what is going to happen, how they might feel and what strategies they can use to manage the situation/their reaction. Discuss how the situation when and what they might have learnt. Develop a coping plan for dealing with feelings (see resources).

	<ul style="list-style-type: none"> <li>• Develop a personalised mental health first aid kit containing strategies/experiences that the pupil finds calming and soothing (see resources). These should include multisensory approaches.</li> <li>• Visit <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a> to explore the PSHE association lesson plans and resources.</li> </ul>
<b>Self-Esteem</b>	
<b>What might it look like?</b>	<b>Supportive Quality First Teaching Strategies</b>
<ul style="list-style-type: none"> <li>• Finds it challenging to accept a compliment/accept praise;</li> <li>• Is over critical of themselves;</li> <li>• Lacks appropriate assertiveness and the capacity to make decisions;</li> <li>• Reluctant to try new things in case of failure;</li> <li>• Does not believe that they are good enough;</li> <li>• Exhibits disproportionate self-blame;</li> <li>• Finds it difficult to identify own strengths and positives;</li> <li>• Placing undue pressure on themselves;</li> <li>• Lacks confidence;</li> <li>• Does not recognise that they deserve happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the pupil to develop a personalised daily diary of accomplishments. They could share this with a trusted adult/peer.</li> <li>• To begin with offer small, private praise. When developing an approach for the child to receive praise reflect on the experiences of parents and previous teachers, they may have trialled strategies in the past.</li> <li>• When approaching a new learning activity/approach support the pupil to identify the skills and strengths that they already have that they can bring to the task. Work on developing metacognition skills would support this.</li> <li>• Offer the pupil positions of responsibility to elevate their status and develop a feeling of self-worth. They may like to support a younger or less able to pupil to complete a task.</li> <li>• Openly acknowledge and model that it is okay to make mistakes. During adult led</li> </ul>

activities role play making a mistake and talk through how to recover.

- Demonstrate that the pupil is held in mind: 'I was thinking about you when...'
- Visit <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans> to explore the PSHE association lesson plans and resources.
- Ensure that lessons are appropriately differentiated to include several opportunities for success. Have clear success criteria so that the pupil will recognise when they have done well. This could take the form of a check list for the pupil to mark.
- Use a peer buddy to model new activities and offer pre-teaching to make the
  
- Encourage the pupil to take on leadership roles in group or partnered activities.
- Encourage the pupil to develop and deploy positive affirmations.



- Changes in social choices;
- Physical symptoms such as feeling ill, getting very hot, headaches;
- Sleep disturbance so presents as more tired than usual;
- Changes in attendance or school classroom performance;
- Placing undue pressure on themselves;
- Often expects the worst-case scenario.

## HOW BIG IS MY PROBLEM?

<b>5</b>	<b>EMERGENCY</b> Earthquake, Fire, Danger to yourself or others
<b>4</b>	<b>GIGANTIC PROBLEM</b> Fighting, Someone is hurt, Destruction to the class
<b>3</b>	<b>BIG PROBLEM</b> Small accident (spilled something, fell down), Not feeling well, you are bleeding
<b>2</b>	<b>MEDIUM PROBLEM</b> Someone is bothering you, you need something,
<b>1</b>	<b>LITTLE PROBLEM</b> Runny nose, need to go to the bathroom, lost your supplies, having trouble on work
<b>0</b>	<b>GLITCH</b> Not getting called on, not getting the supply you wanted, losing in a game

- Encourage self-care by developing a personalised mental health first aid kit (see resources).
- Introduce a self-soothing breathing activity such as star breathing. Provide a supporting visual to help the pupil focus:



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- When approaching a new learning activity/approach support the pupil to identify the skills and strengths that they already have that they can bring to the task. Work on developing metacognition skills would support this.
- Use a peer buddy to model new activities and offer pre-teaching to make the unfamiliar feel familiar.
- Openly acknowledge and model that it is okay to make mistakes.
- Support transitions by offering advance warning, implementing visual support such as a now and next timeline, using a visual timer to show how long and acknowledging that the change may be worrying but support is available.
- Develop a place for the pupil to note their anxieties so that they can be addressed at an appropriate time. A class 'Worry Monster' could store worries until they can be addressed with an adult:



- Introduce whole class relaxation session. These could include Yoga and mindfulness activities.
- Explore healthy thinking approaches to develop positive self-talk:

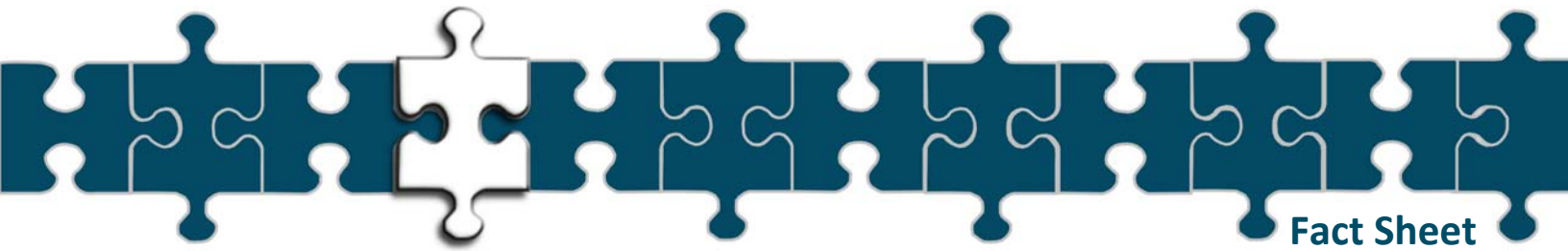
Situation	Unhealthy Thinking	Healthy Thinking
Mum is late to pick me up.	What if mum was in an accident in the car?	Mum is late. Perhaps there is a traffic jam.
Going swimming for the first times with school.	I might drown. What if the water is too cold? What if everyone laughs at my swimming costume?	I might enjoy it. I can spend time on the coach with my friends.

Resilience	
What might it look like?	Supportive Quality First Teaching Strategies
<ul style="list-style-type: none"> <li>• Difficulties with managing challenges or perceived failure;</li> <li>• Lacks a sense of hope;</li> <li>• Finds it challenging to adapt to changes;</li> <li>• 'Gives in' quickly;</li> <li>• Displays high levels of frustration;</li> <li>• Places blame on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a structured script to approach problem solving based tasks:            What is the problem? :            What are all the things I can do to handle it?            1.            2.            3.            What will happen if I do each of those things?            1.            2.            3.            Which way of handling it is the best?            Now that I have tried it, how did I do?            Can I do anything differently next time?</li>   <li>• Support transitions by offering advance warning, implementing visual support such as a now and next timeline, using a visual timer to show how long and acknowledging that the change may be worrying but support is available.</li> </ul>

- Develop manageable contributions to the wider classroom that promote competencies, self-esteem and coping skills.
- Real experiences and teaching of success and failure – game-based approaches.
- Structure and routine that is dependable.
- Identify what skills are already in place – what have you got in the locker?
- Introduce and deploy positive affirmations.
- Help to map out a sense of future (hope and aspirations) and developing life skills.

# Resources

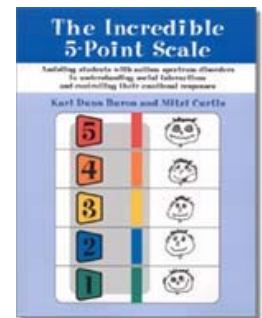
# 5 Point Scale



## Fact Sheet

### What is the Incredible 5 Point Scale?

The Incredible 5 Point Scale is used to assist students in becoming aware of their emotions, such as anger or pain, and the stage or level of the emotion. The scale can be used with a variety of students but can be particularly affective for students with Asperger's and Autism Spectrum Disorder. One to one instruction is suggested as the best way to introduce this strategy. Using the scale, the student rates his emotions or status of a condition or state. Possible areas of focus may include: anger, worry, anxiety, voice level, body space, etc. This then allows the student to (a) provide information to the teacher about how he is feeling, (b) become more effective in managing his thinking process, and (c) implement the desired behavior as a proactive approach. Giving a number instead of trying to describe or name an emotion helps students think efficiently in order to make good decisions in a variety of situations. Buron and Curtis (2003) suggest pairing the scale with a story or narrative to provide additional information about using the scale.



### The following steps may be used when implementing a 5-Point Scale with a student

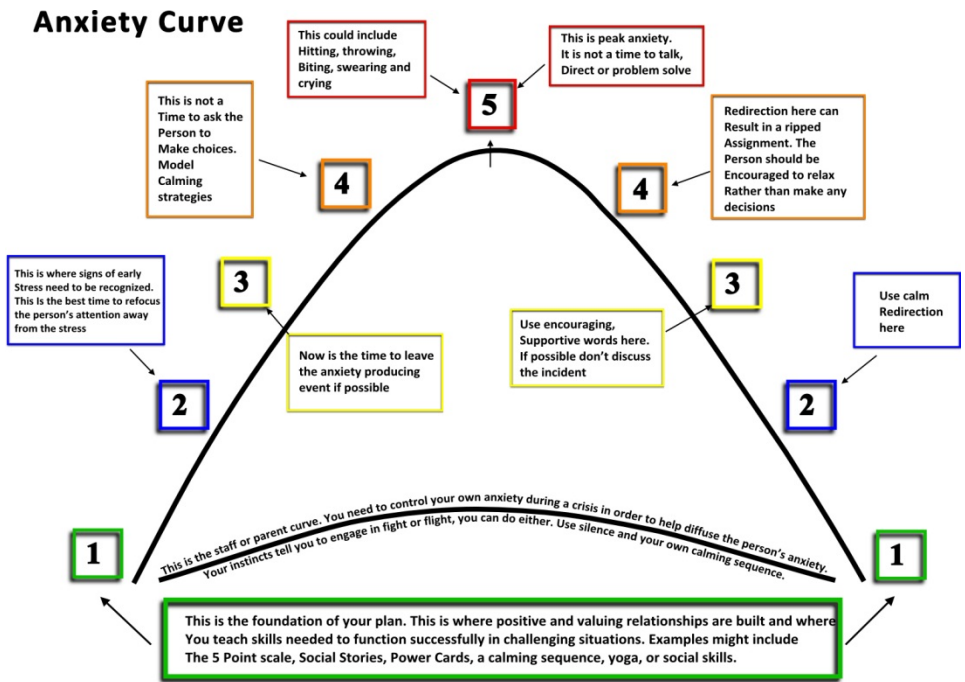


1. *Choose the target behavior.* Any kind of behavior or status can be a target behavior if rating the level or status of the behavior enhances adaptability. Anxiety or other feeling that usually result in problem behaviors may also be also targeted for rating.
2. *Decide on the content for each scale point associated with the target behavior.* In the Incredible 5 Point Scale, each of the 5 stages represents the level or magnitude Of the target behavior.
3. *Develop a story or visual cue for the story if necessary.* The story or visual cue should be developed carefully based on the student's interest or level of understanding. It should explain how the scale is to be used.
4. *Introduce the scale to the student.* To use the scale successfully the student must learn how to discriminate and identify each stage
5. *Practice the scale with the student, revising it if necessary.* Peers who understand the student can support her as she practices the appropriate behavior or interaction by using the scale. Adults, including Parents, Teachers, or other, in the setting, can help by using the scale with the student in various situations.

### The Anxiety Curve






The anxiety curve model (example on page 2) has been used by Buron and Curtis to visually illustrate the power of anxiety and its influence on student behavior. Box '1' is meant to identify typical anxiety producing triggers such as loud noises, illness, late bus, etc. Box '2' holds basic information about how the person looks, what they might say or do when their anxiety is starting to increase. It is also a place to direct the person to the individual's calming sequence and or other relaxation strategies that are known to be effective.

Boxes '3' and '4' are primarily for the caregiver to assist with the calming process in a very quiet and calm manner. The individual with autism at a '4' is not able to manage many choices or decision-making. Box '5' represents the crisis or most heightened stage of the individual's anxiety.



Additional examples of the 5 Point Scale are below for voice and anger. For more information and ideas go to <http://www.5pointscale.com/>.

<b>5</b>		<b>Screaming</b> Emergency Voice Someone is hurt or you are in danger	
<b>4</b>		<b>Outside Voice</b> Recess voice, Cheering at a game, or calling the dogs outside	
<b>3</b>		<b>Classroom Voice</b> Talking voice	
<b>2</b>		<b>Whisper</b> Soft voice / Library voice	
<b>1</b>		<b>No Talking</b> It's time to listen	

<b>5</b>		<b>Angry</b> I've lost control. I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.	
<b>4</b>		<b>Overwhelmed</b> Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space	
<b>3</b>		<b>Frustrated</b> I'm not getting it. I'm showing signs of stress. I should take a break now.	
<b>2</b>		<b>Anxious</b> Trying to stay focused, but having a hard time staying on task. Use calming strategies now	
<b>1</b>		<b>Happy</b> Ready and willing to work	

## REFERENCES

Buron, K. D., & Curtis, M. (2003). *The incredible 5-point scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotions responses*. Shawnee Mission, KS: Autism Asperger Publishing Company.



## Sample Self-Monitoring and Regulation Chart

Where am I at?	My Words for it	Looks like	Feels like	To feel safer and 'a bit better' I can:
3	Very not okay	Fists are tight 	Washing machine in my tummy 	   <small>Take deep breath</small>
2	Not okay	Starting to get red  Tapping my pen 	Brain is foggy 	  
1	Great	Doing my work Smiling  	A calm sea 	

Our Grow For All Document has been adapted from the The SEND Quality First Teaching Toolkit that was developed by Walsall County Council.

The original can be found [send-quality-first-teaching-toolkit.pdf \(sensibleenco.org.uk\)](https://www.sensibleenco.org.uk/send-quality-first-teaching-toolkit.pdf)