**Quality First Teaching Strategies**

Please refer to these strategies before completing your initial concern form

*‘Every teacher is a teacher of SEN’* – SEND Code of Practice (2014)

Quality First Teaching

Strategy sheet 1: attention deficit hyperactivity disorder (ADHD)

|  |
| --- |
| New 5 Key LogoNew 5 Key LogoSeat pupil near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through. |
| Establish a quiet place where pupil can go to work. |
| Allow pupil to fiddle with a piece of Blu-Tack, rubber band, squeeze ball or another chosen object. |
| Make tasks short, with frequent breaks and opportunities to move around. |
| Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them. |
| Use a kitchen or sand timer to help pupil complete a task in a specified period of time. |
| Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: ‘You managed to concentrate on your work very well just then; give yourself a pat on the back.’ |
| Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately. |
| Use a planned reward system. |
| Teach a relaxation strategy like slow breathing and cue pupil when they need to use it. |
| Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. |
| Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices). |
| When pupil is misbehaving:   * Say what you want him or her to do, rather than what you don’t – ‘N, I want you to keep your hands in your lap’ instead of ‘N, stop bothering P’. * Label the behaviour but not the pupil – not ‘You big bully’ but ‘N, bullying is not allowed in our school’. * Remind pupil of a rule, rather than telling them off – ‘N, our rule is we put up our hand to answer’, or make a point of praising a pupil who is keeping the rule – ‘A, I like the way you put your hand up when you knew the answer’. * Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them. |
| To help pupil work independently:   * Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task. * Give independent tasks that have previously been modelled for the whole class. * Give clear guidelines: ‘I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.’ * Use visual prompts in the form of pictorial task cards. * Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for ‘Five things to do if you are stuck with your work’. |
| Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets. |

Quality First Teaching

Strategy sheet 2: Autistic Spectrum Disorder (ASD)

|  |
| --- |
| Prepare the pupil before the session/lesson by outlining what it will be about. |
| Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. |
| Set tasks with clear goals and write worksheets in step-by-step form. |
| If pupil becomes anxious allow hiNew 5 Key LogoNew 5 Key Logom/her to remove self to an agreed calm-down area. |
| Seat pupil in an area of classroom free from busy displays and distractions. |
| Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. |
| Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually  – for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices). |
| Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clock-face divided into sections, or written list. |
| Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed. |
| Use pupil’s name before asking a question or giving an instruction. |
| Avoid or explain metaphorical language and idiom like ‘pull your socks up’, ‘it’s raining cats and dogs’, ‘in a minute’. |
| Explain any changes of routine to the pupil in advance. |
| Involve the pupil by asking direct, concrete questions at their level of understanding. |
| Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts. |
| Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing. |
| Use visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hand up, wait, quiet) to show pupil the social behaviours expected. |
| Prevent repetitive questioning by giving pupil a set number of question cards to give you each time they ask a question – when cards are gone, no more questions. |
| Don’t ask the pupil to talk or write about imagined experiences. |
| Avoid tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship). |
| Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer). |
| Put a green ‘start’ dot on the pupil’s book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished. |
| Provide pupil with a symbol card to display when he or she wants help. |
| Expect to teach pupil social skills e.g. what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do. |
| Provide a structure for unstructured time e.g. chess club rather than break-time outside. |
| Model to the pupil that making mistakes is OK and a part of the learning process. |
| Use incentives based on pupil’s interests e.g. a pause every hour to focus on their interest or obsession, once they have completed their work. |
| If pupil goes off at a tangent, direct conversation back to the topic in hand: ‘Right now we are talking about volcanoes.’ |
| Use immediate and individualised reward systems e.g. collecting a number of stickers. |

Quality First Teaching

Strategy sheet 3: Social, emotional and Mental Health Difficulties (SEMH)

|  |
| --- |
| Seat pupil by a more settled peer. |
| If pupil becomes wound up/anxious, allow him/her to remove self to an agreed calm-down area. |
| Make tasks short, with frequent breaks and opportunities to move around. |
| Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment. |
| Set tasks with clear goals, outputs and timescales. |
| Teach/use clear classroom routines e.g. have all pupils hold an object when it is their turn to talk. |
| Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices). |
| Expect to teach pupil specific behavioural skills e.g. how to ask for help. |
| When pupil is misbehaving:  • Say what you want him or her to do, rather than what you don’t – ‘N, I want you to keep your hands in your lap’ instead of ‘N, stop bothering P’.  • Label the behaviour but not the pupil – not ‘You big bully’ but ‘N, bullying is not allowed in our school’.  • Remind pupils of a rule, rather than telling them off – ‘N, our rule is we put up our hand to answer’, or make a point of praising a pupil who is keeping the rule – ‘A, I like the way you put your hand up when you knew the answer’.  • Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them. |
| Make an effort to ‘catch the pupil being good’ and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: ‘You managed to concentrate on your work very well just then; give yourself a pat on the back.’ |
| Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately. |
| Use a planned reward system for appropriate behaviour. |
| Enhance access to ICT – use of the Internet to research a topic, access to predictive word processing software and onscreen word grids to support writing, opportunities to create presentations. |
| To help pupil work independently:  • Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task.  • Set independent tasks that have previously been modelled for the whole class.  • Give clear guidelines: ‘I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.’  • Use visual prompts in the form of pictorial task cards. |
| Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for ‘Five things to do if you are stuck with your work’. |
| Page 2:  Take steps to build pupil’s self-confidence:  • Find out what they know about or are good at, and have them share this with the rest of the class or school.  • Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school.  • Have them keep records of new things they learn and can do.  • Ask them to tutor another pupil with their work.  • Photocopy good pieces of work for them to take home. |
| Take special steps to build the relationship with the pupil:  • Take extra care to greet the pupil each day and say a word or two individually to them.  • Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after-school club that you run.  • Invite them to help you with daily tasks.  • Listen without giving advice or opinions; show that you understand how the pupil feels . . . ‘That must have made you very angry/upset.’  • When things go wrong, reject the behaviour, not the pupil . . . ‘This is not the behaviour I expect to see from someone as kind and helpful as you.’  • Don’t be afraid to tell the pupil you like them and that what happens to them matters to you . . . ‘You really matter to me and it’s important to me that you do well this year.’ |
| Organise time – perhaps during registration – for a teaching assistant to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning. |
| Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets. |
| Deploy a teaching assistant to model, coach and reinforce group work skills when the pupil is working collaboratively with other pupils. |

Quality First Teaching

Strategy sheet 4: DCD

(dyspraxia, motor coordination and associated difficulties)

|  |
| --- |
| Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping, flow charts, gapped handouts, buddy acting as scribe, photocopied transcripts of notes, pre-prepared post-its with information the pupil can pick up and place on the page, print-off of IWB page for pupil to annotate. |
| Allow pupil to choose writing tools that are most comfortable for them – pencil, pen, felt pen. |
| Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12–14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour. |
| Check seating – desktop should be at elbow height, pupil should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Put box or large book under feet if necessary. |
| Use aids supplied – portable writing slope, clipboards to attach paper to, non-slip mats, ruler and paper backed with Dycem, small tray for equipment, triangular and thick-barrelled pencils/pens /paintbrushes or smooth-flowing rollerball pens, two handled/loop handled/spring-loaded scissors, handled ruler, transparent pencil case, templates and stencils (e.g. map outlines) for drawing. |
| Use a reminder handwriting alphabet and numeral formation guide at top of desk. |
| Use larger-lined book or paper, columns or boxes to place numbers in, squared paper. Attach paper to desk with Blu-Tack. |
| Provide the pupil with study packs – everything they need for each subject/lesson in a separate folder, plus pack of highlighter pens, post-it notes, a line tracker for following text, various sized card ‘windows’ to limit vision to one area of page, sticky labels to use to correct or conceal. |
| Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day, use of organiser functions on laptop or mobile phone. |
| Help pupil follow text on board or IWB by writing/highlighting alternate lines in different colours. |
| Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page. |
| If the pupil needs to work through a series of questions, help them keep their place by using a paper clip or blob of Blu-Tack to indicate which question they are on. |
| Pair pupil with a more coordinated study buddy for practical work. |
| Provide additional time for practical tasks, changing for PE, putting on coat, etc. |
| Provide pre-prepared formats (diagrams, charts and graphs) on which pupil can record information. |
| Teach pupil to talk themselves through visual and spatial tasks – e.g. learn verbal model for letter formation (‘b – start at top, down, up, round’), translate maths calculations into verbal problems. |
| Seat pupil away from distractions with plenty of space each side of them – pupil should have writing arm on the outside edge of shared table. Pupil should be able to see the teacher without turning their body. |
| Avoid criticism if pupil looks untidy. |
| Choose resources that don’t require manipulation (e.g. number line rather than counters in maths). |
| Colour code spatially confusable items e.g. \_ sign in one colour, + sign in another. |
| Allow ample rest periods as concentration and motor effort is demanding and pupil is easily fatigued. |
| Write down homework for pupil or give it on a sheet or pre-printed sticky label they can put in their book. Accept homework written down by parents. |

\* See also speech and language – expression – if speech articulation is a problem.

Quality First Teaching Strategy sheet 5: Dyslexia

|  |
| --- |
| Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas. |
| Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12–14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour. |
| Have any text that the pupil will struggle with read to them by a ‘study buddy’ or TA, or appropriate assistive technology. |
| Avoid asking pupil to copy from board – have them work with a study buddy, or quickly jot things down for them, or use a photocopied transcript. |
| Be aware that the pupil may find it hard to hold questions, information or instructions in their head  for long enough to act on them, and:  • repeat instructions/questions;  • ‘chunk’ them rather than saying in one long string;  • jot them down on a sticky note, or encourage the pupil to do so;  • allow time for processing (for example paired discussion with a partner before putting hands up). |
| Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. |
| Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things. |
| Use ICT supports – laptop, predictive word processing, grids of useful words, sound files attached to information/ instructions, sound files of key texts/revision notes for MP3 players, portable electronic phonetic dictionaries, speech-supported texts, spellcheckers, mind mapping software, reading pens, digital audio recorders. |
| Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future – for example, the similarity of the spelling to other known words, or ‘the tricky bit’ that has to be learned. |
| Enable pupils to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories. |
| Scaffold writing:  • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.  • Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.  • Provide clue cards.  • Use cloze procedure (where the pupil fills in missing words in text).  • Print off an IWB page used in whole-class session and have pupils add to it/annotate. |
| Do not expect pupils to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator). |
| Avoid embarrassing pupils by asking them to read aloud in front of others, unless they volunteer. |
| Overcome problems in learning by rote by helping pupils recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall. |
| Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning. |
| Teach pupil strategies to improve organisation, such as diaries, checklists of equipment they have to bring to school each day |
| Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, audio recorder, reading pen, index cards for subject vocabulary or spelling mnemonics, dictionary, sheet of high-frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator. |
| Write down homework for pupils, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a mobile phone or tablet. Allocate a homework buddy they can ring if they have forgotten what to do (‘phone a friend’). |

|  |
| --- |
| Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining new words and concepts. |
| Seat pupil at front where able to read text, hear and lip-read. |
| Position sign supporters alongside teacher where pupil can see both. |
| Ensure light is on teacher’s face, i.e. light source behind pupil – don’t stand with your back to a window. |
| Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupil could not see the speaker; avoid writing on board or IWB while speaking as you will not be facing pupil. |
| Don’t make the pupil concentrate on lip-reading for too long without a break. |
| When other pupils contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class. |
| Speak clearly, naturally and at a normal rate – shouting or exaggerated ‘mouthing’ distorts normal lip patterns. |
| Minimise background noise e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment. |
| Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one. |
| Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime. |
| Write topics or headings on the board as you introduce them. |
| Prepare the pupil before the session/lesson by outlining what it will be about. |
| Use pupil’s name before asking a question or giving an instruction. |
| Cue pupil in to a change of topic of conversation/presentation – say ‘now we are going to talk about . . .’ |
| Question pupil after some other pupils have given examples of what is required. |
| Accept pupil’s spoken utterances but rephrase and give them back in a grammatically correct version. |
| Be aware that independent writing will reflect the pupil’s spoken language levels and will not necessarily be grammatically correct. |
| Support writing with writing frames and lists of vocabulary to choose from. |
| Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word. |
| Use a range of ways of recording so that learning is not limited by the pupil’s ability to write full |
| English sentences:  • bullet points and mind maps;  • ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a  sequence of instructions;  • matching tasks, such as matching labels to pictures/diagrams/maps;  • cloze procedure, where they fill in missing words in text;  • annotating a printout of IWB page;  • PowerPoint presentations;  • making posters, oral presentations, dramatic reconstructions. |
| Agree private signal that pupil can use to show you when they have not understood. |
| Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don’t ask pupil to make notes while watching a video. |
| Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to listening. |

Quality First teaching

Strategy sheet 6: HI – Hearing Impairment

|  |
| --- |
| Quality First Teaching  Strategy sheet 7: MDL - Moderate Learning Difficulties |
| Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts. |
| Link new learning to what pupil already knows – e.g. start lesson with class mind map of what they already know about a subject. |
| Tell pupils the three key points of the lesson, teach them and recap on them at the end. |
| Break new learning down into small steps. |
| Provide multiple examples of new concepts, and take these examples from children’s own real-life experience rather than talking in the abstract. |
| Use visual and kinaesthetic learning – learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing rather than sitting. |
| Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them. |
| Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them. |
| Question pupil after some other pupils have given examples of what is required. |
| Give pupil time to think, or to talk to a partner before answering a question, or say ‘I’m going to come back to you in a minute to ask you xxxx’. |
| If pupil can’t answer a question, scaffold/support till they can rather than saying ‘Can anyone help x?’; echo back the pupil’s answers in expanded form. |
| Buddy the pupil with a more able peer. |
| Have any text that the pupil will struggle with read to them by a ‘study buddy’ or TA, or appropriate assistive technology. |
| Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word. |
| To help pupil extract the salient points from information that they are given, use highlighter pens provide cards telling them what they have to look out for on a visit, in a text or from sources such as film. |
| Make learning strategies explicit by ‘thinking aloud’ yourself. |
| Help pupil develop and generalise effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information. |
| Model to the pupil that making mistakes is OK and a part of the learning process. |
| Agree a private signal that the pupil can use to show you when they have not understood. |
| Pair a higher-attaining group with a lower-attaining one and provide a range of collaborative activities so that pupils can help one another. |
| Prepare pupils for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together. |
| Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories. |
| Use software that supports writing, with onscreen word grids from which they can choose the words they need. |
| Scaffold writing:  • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.  • Supply prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.  • Provide clue cards.  • Use cloze procedure (where the pupil fills in missing words in text).  • Print off an IWB page used in whole-class session and have pupils add to it/annotate. |
| Give homework instructions on a sheet and make time to explain them. Record them on mobile phone or tablet. Allocate a homework buddy to ring if they need help (‘phone a friend’). |

Quality First Teaching

Strategy sheet 8: Speech, language and communication needs

|  |
| --- |
| Begin work on a new topic with pupil’s existing knowledge and experiences – make a mind map or other visual representation of what they already know. |
| When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn. Teach each word by helping children build a web of associations – what it sounds like, what it means, how it fits in a sentence. |
| Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input. |
| Use pupil’s name before asking a question or giving an instruction. |
| Give directions before an activity, not during it. |
| Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many ‘information-carrying’ words you are using : ‘Get your maths book from the pile on my desk; on a clean page, write the date and then copy down the calculations on the board’ has more information carrying words than many adults will be able to remember. |
| Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand. |
| Check for understanding – ask the pupil to tell you what they have to do. |
| Agree a private signal pupil can use to show you they have not understood, or teach them to say |
| ‘Sorry, I didn’t understand that – can you say it again, please?’ Praise them for asking for clarification. |
| Support your oral presentations/explanations with pictures, real objects or mime. Use visuals (real objects, photographs, symbols) appropriate to pupil’s developmental level rather than chronological age. Use visual timetables. |
| Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices). |
| Use symbols to support spoken language and text (www.widgit.com). |
| Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format, graphic organisers (www.graphic.org). |
| Cue pupil in to a change of topic of conversation/presentation: say ‘Now we are going to talk about . . .’ |
| Question pupil after some other pupils have given examples of what is required. |
| Give pupil time to think, or to talk to a partner before answering a question, or say ‘I’m going to come back to you in a minute to ask you xxxx. But first I’m going to ask y a question’. |
| If pupil can’t answer a question, scaffold/support till they can rather than saying ‘Can anyone help x?’ |
| Use a hierarchy of questions – start with an open question (‘What do you think might happen next?’), then if support is needed frame the question as alternatives (‘Do you think x or y?’). |
| Use question prompt card to help pupils know how to respond e.g. Where? question requires a place. |
| Pair pupil with a study buddy to repeat instructions and demonstrate tasks. |
| Accept pupil’s spoken utterances but rephrase and give them back in a grammatically correct and expanded version. |
| Support oral work with talk frames/key phrases (‘First . . . next . . . finally’, ‘I think . . . but on the other hand’). |
| Provide topic-related role-play opportunities and model the language to be used in role-play. |
| Talk aloud about what you are doing using statements which give children examples of the language they might use. |
| Support writing with writing frames and lists of vocabulary to choose from. |
| Use a range of ways of recording so that learning is not limited by the pupil’s ability to write full |
| English sentences:  • bullet points and mind maps;  • ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;  • matching tasks, such as matching labels to pictures/diagrams/maps;  • cloze procedure, where they fill in missing words in text;  • annotating a print-off of IWB page; powerpoint presentations  • making posters, oral presentations, dramatic reconstructions. |
| Provide the pupil with a study pack – glossaries of key subject vocabulary, highlighter pens, glue stick, post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments, etc. |
| Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning. |
| Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book. Allocate a homework buddy they can ring if they have forgotten what to do (‘phone a friend’). |

|  |
| --- |
| Use TA for pre-teaching – preparing pupil for lesson e.g. explaining concepts that rely on vision for understanding. |
| Don’t ask pupil if they can see what is on board/IWB etc. (they may not know) – check by using symbols that pupil knows then use same-size font/background/colour as the symbols you have checked. |
| Avoid pupil having to look directly into a light source – do not sit or stand with the light behind you. |
| Use clear, well-spaced print that is suitably contrasted with the background according to individual pupil’s needs (for x, y colour on z background). Use non-glossy, non-reflective paper. Use photocopies of masters not of faint blurred versions. |
| Give verbal information to replace/supplement information from pictures, questions, facial expression. |
| Use tactile experience to replace/supplement visual input (for example, if class is watching sugar cubes dissolve in a beaker, pupil can put their hand in beaker and feel it dissolve). |
| Ensure pupil has an individual copy of print material being read, in the appropriate format (e.g. large print, Braille). This applies to information on classroom walls too (posters, key vocabulary lists). |
| Say pupil’s name before asking a question or giving an instruction and indicate who is talking in a class discussion. |
| Provide pupil with own copy of materials to be written on board or IWB; read aloud what you or other pupils are writing up. |
| Use larger-lined paper, columns or boxes to place numbers in, squared paper. Have pupil use dark pen instead of pencil. |
| When alerting pupils to an action, artefact, illustration or example don’t just point – describe what you want the pupils to take notice of and if necessary describe what it is. |
| Ensure pupil uses aids supplied – such as CCTV, hand-held and portable video magnifiers, book stands, speech output software, digital accessible information system. |
| Ensure pupil has access to the most appropriate medium for recording work (heavily lined paper, laptop, Braille machine, tape recorder, headphones, digital accessible information system). Access to power supply or space for Braille machine may be required. |
| Ensure pupil has all the curriculum materials and equipment required to hand and that the materials are organised and contained consistently and securely (use Dycem non-slip mat, a highsided tray or container with compartments). |
| Raise position of text (e.g. use sloping desk, reading stands). |
| Minimise need for extensive handwritten recording – use ICT (predictive word processor, onscreen word banks, graphics packages), bullet points, mind mapping, flow charts, gapped handouts, buddy acting as scribe, photocopied transcripts of notes, printout of IWB page for pupil to annotate. |
| Use tactile indicators – Blu-Tack, paper clips – to help pupil find information, locate where they need to be on page, keep track of which question they are on in a series. |
| Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put into learning. |
| Record your homework instructions on a mobile phone or tablet. Allocate a homework buddy they can ring if they have forgotten what to do (‘phone a friend’). |

Quality First Teaching

Strategy sheet 9: VI - Visual Impairment