The SEND Quality First Teaching Toolkit

Walsall Council

The North Star Federation — Where every child shines

The Special Educational Needs Quality First Teaching Toolkit

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

The Toolkit:

This toolkit provides information on how to support the needs of pupils with SEN in the classroom as part of a quality first teaching approach. Each section links to one of the four broad areas of need.

You will find:

- The broad area of need.
- Categories of potential difficulty within that need.
- What that area of difficulty might look like in the classroom.
- Supportive quality first teaching strategies that will offer support.

Each list of 'What it might look like?' and 'Supportive Quality First Teaching Strategies' are not exhaustive but may provide a useful starting point to help you help your pupils access learning. At the end of each section are resources linked to some of the strategies.

Evidence:

To support the implementation of the strategies and help teachers document those used, you could keep a record using a simple issue, initiative, impact table. This will help assess impact and progress for the child and provide evidence for a graduated response.

Issue	Initiative	Impact

| Cognition and Learning	
Memory	
What might it look like?	**Supportive Quality First Teaching Strategies**
- 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;	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:
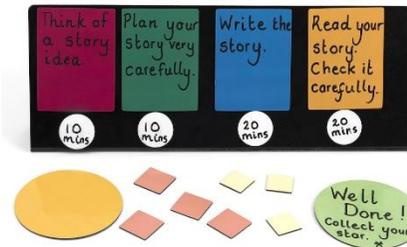
- Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful;

- 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:

Everything YOUR NAME knows about YOUR TOPIC

BRAIN DUMP

30 Seconds | 1 Minute | Peek and Add
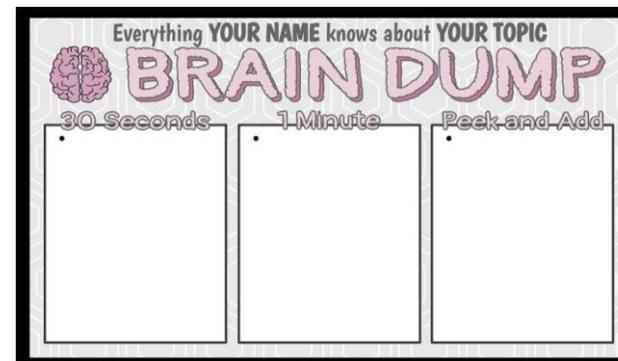
- Limit copying. Give the pupil their own table top copy to highlight/interact with;

- 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:

river

source

waterfall

- Provide equipment checklists:

Have You Got Everything
You Need for Maths?

- 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?	**Supportive Quality First Teaching Strategies**
- 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	- Provide equipment checklists: **Have You Got Everything You Need for Maths?** - 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: <table><tr><td>Talking Tin</td><td>Sound Button</td><td>Recordable Talking Pegs</td><td>Recordable Postcards</td></tr></table>
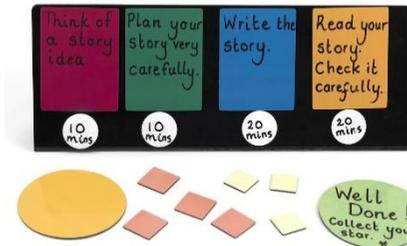
These can be used:

- 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:

| Task | | Work Space | | Finished |
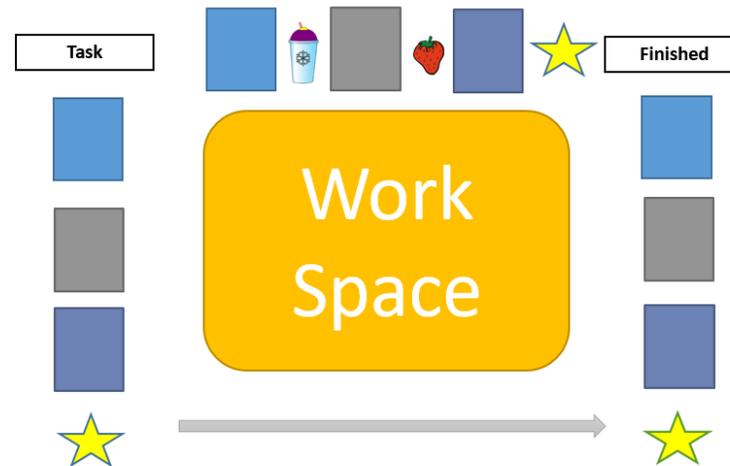
- Use of visual time prompt such as:

Time Tamer	Time Tracker
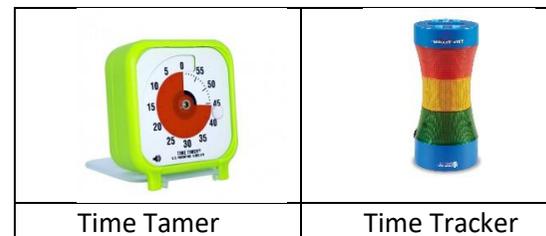
| Concentration	
What might it look like?	**Supportive Quality First Teaching Strategies**
- Appears distracted; - Difficulties with task maintenance; - Difficulty sustaining attention in an adult led activity and when working independently. - Fidgets; - Works in short bursts. Zooms from task to task; - 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;	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: |			
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Sensory Fiddles	Wobble Cushion	Weighted Resources	Fidgety Feet	 - 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:
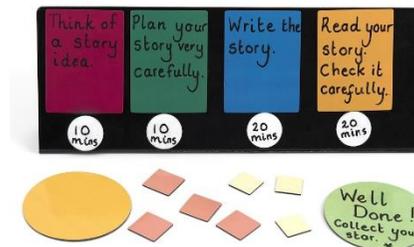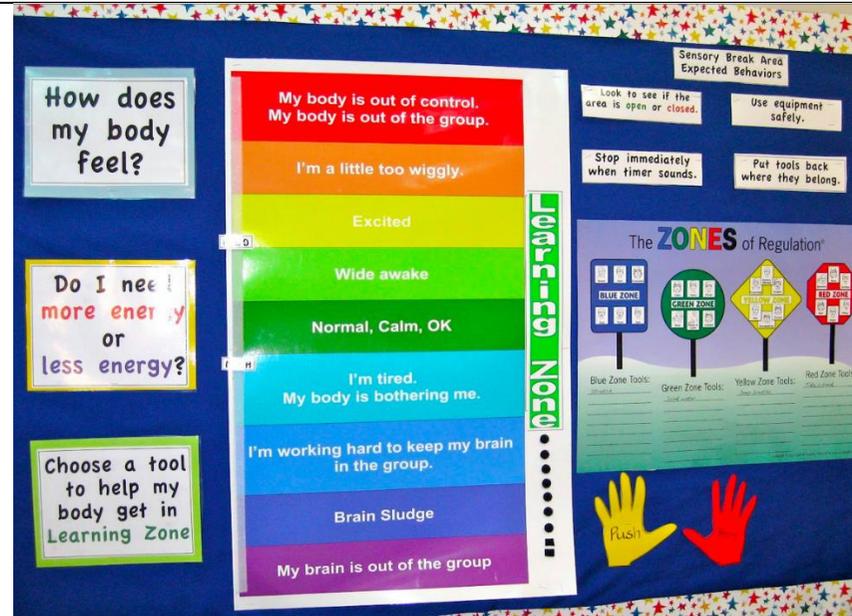
Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active learner.

- 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:

- 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?	**Supportive Quality First Teaching Strategies**
• 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.	• 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?	**Supportive Quality First Teaching Strategies**
• 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	• 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.
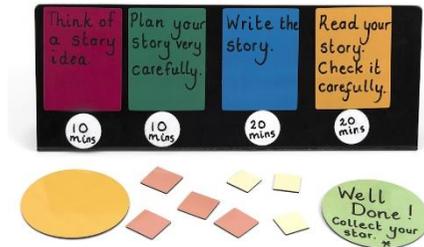
Add a visual time reminder to this approach such as:

| Time Tamer | Time Tracker |
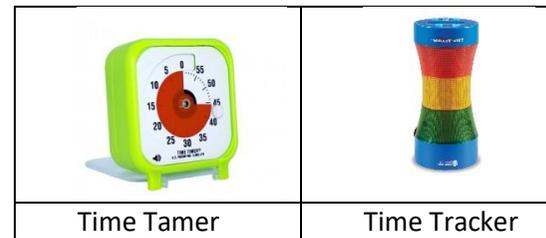
- Ensure clarity when using time phrases- e.g. 'You have 5 minutes; I will set this timer to show you' vs. 'you have a few minutes or so'. Ensure you use accurate time parameters (we all know how long a teacher's 5 minutes can be)!
- Set up a task management board using a now and next visual prompt with a visual time reminder:
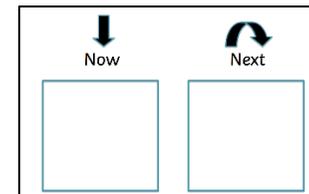
Self-Assessment Skills	
What might it look like?	**Supportive Quality First Teaching Strategies**
- Difficulties with identifying positives about their work; - Unable to see their own progress. - Difficulties with identifying how to improve their work; - Difficulties with identifying when a task is going well/not going well; - Seeks a great deal of adult/peer support and/or reassurance; - Does not seek support at appropriate times; - Frequently checks against a model such as work produced by their peers or worked examples;	- Introduce grading activities with clear criteria as a starting point. For example: _(table below)_ The pupil could discuss this as part of a debrief with an adult or peer. - 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. - 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. - Work with the pupil to develop a discrete 'help required' signal for them to use when needed. - Introduce peer feedback and a peer buddy to check work with. - Offer a strategy reminder card. The pupil needs to have tried two things from their card before seeking adult support:

My work is:	Because:	An example from my work is:
3		
2		
1		

BRAIN
BOOK
BUDDY
BOSS

- Work on developing metacognition skills (see resources).

Information Processing Skills	
What might it look like?	**Supportive Quality First Teaching Strategies**
- 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.	- 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**
• Inconsistent recall/recognition; • Reversals and/or confusions; • Difficulties with alphabetical order/number order.	• 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. • Offer three-dimensional models of letters/numbers to explore in a multi-sensory sense. • Explore the alphabetic arc (see resource). 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. • Flashcards with picture/rhyme hooks • Explore letters and numbers using 3D representations (magnetic letters/wooden letters). • Feely bag activities. • Numicon. • Interactive number displays to link number sense with numerals. • Number/letter treasure hunts.
Phonic Application	
What might it look like?	**Supportive Quality First Teaching Strategies**
• Difficulties with making the correct choice for accurate reading and/or spelling at a whole word level; • Confusions/reversals of letter order in sounds; • Difficulties with phonological processing (for example identifying alliteration, rhyming strings and holding/manipulating sounds); • Spelling is not usually phonetically plausible; • Limited range/deployment of supportive spelling strategies;	• Offer spelling choice cards as a table top resource. Supporting visuals should be included to aid correct selections:

- 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 to develop personalised mnemonics that could be collected on a keyring or in a spelling notebook. For example:
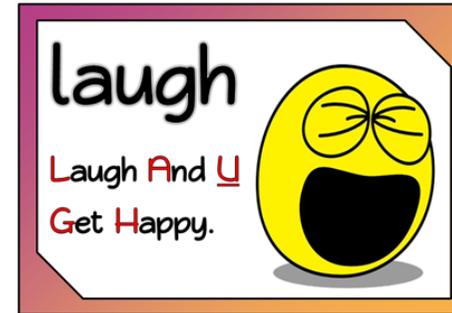
What might it look like?	Supportive Quality First Teaching Strategies
• Inconsistent accuracy of spelling; • Phonetically plausible spelling but not accurate; • Limited range/deployment of supportive spelling strategies; • Reluctance to write; • Mask spelling errors with illegible handwriting; • Chooses simpler word choices to avoid spelling particular words.	• Allow pupils to develop personalised mnemonics which could be collected on a keyring or in a spelling notebook. For example: • Offer table top spelling mats organised alphabetically. • Explore morphology:
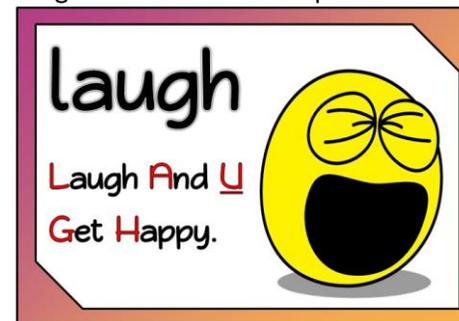
- Implement a 'Simultaneous Oral Spelling' approach to rehearse spelling (see resources).

- 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.
- Complete assessment of HFW knowledge to review where the gaps are in pupil's learning.

Reading Accuracy	
What might it look like?	**Supportive Quality First Teaching Strategies**
- 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	- Share reading material in a 1:1 setting using props/puppets to enhance interaction. - Let children access, explore and handle books regularly. - Talk Boost intervention http://www.ican.org.uk/talkboost. - Ensure the range of reading materials in the setting is age appropriate and reflective of their interests. - 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.

- Create sensory stories (see Joanna Grace resources online http://www.thesensoryprojects.co.uk/).
- 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:

- Offer paired reading opportunities with a peer tutor: https://highlandliteracy.files.wordpress.com/2018/02/paired-reading-for-teachers.pdf

- 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.

	• 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.
	• Use repetitive texts to build familiarity with high frequency words.

Reading Rate	
What might it look like?	**Supportive Quality First Teaching Strategies**
• Reading sounds slow; • Reading sounds disjointed; • Difficulties with tracking (left to right); • Difficulties with making a return sweep (moving from the end of one line of text to the next line); • Comprehension of text impacted upon due to loosing meaning as the reading is at a slow pace.	• Trial the use of a coloured overlay – explore a range of colours to find the one that has the most impact. • Offer paired reading opportunities with a peer tutor: https://highlandliteracy.files.wordpress.com/2018/02/paired-reading-for-teachers.pdf • 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. • Review whole word reading skills of HFW. Implement precision teaching or 'sparkly folder strategy to increase recall. www.sendgateway.org.uk/resources.a-basic-guide-to-precision-teaching.html

Reading Comprehension	
What might it look like?	**Supportive Quality First Teaching Strategies**
• Difficulties with understanding the meaning of the text; • Reliance on own memory of what was read as opposed to revisiting the text; • Reliance on personal experience/knowledge of a text's subject matter to answer questions; • Reluctant to read;	• Question child around real-life events and experiences use photographs to support this. • Incorporate role play and drama/dress up to retell a text. • Picture based comprehension work. • Work on question types – for example: what sort of answer you would give for a 'who' question • Who, what, where, why and when card tins- to help build sentence and recall of

- 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?	**Supportive Quality First Teaching Strategies**
• 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.	• Ensure new concept teaching is linked to previous learning. • Offer concrete, pictorial and then abstract representations of the same concept: For example: • Use concrete <u>real</u> 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.
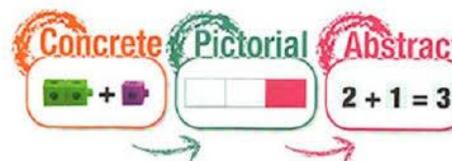
Organising Ideas for Writing	
What might it look like?	**Supportive Quality First Teaching Strategies**
• Unable to recognise a sentence. • Difficulty speaking in full sentences. • Unable to observe punctuation in reading.	• Implement 'talk for writing' strategies • Rainbow sentences to help group ideas. • Use post it notes – one idea per post it notes, then write each one as a discrete sentence • Talking tin (pupil records one idea/sentence at a time) • Colourful semantics approach https://go.walsall.gov.uk/Portals/0/images/importeddocuments/colourful_semantics_overview.pdf • 'Hold a sentence' activities. • Practitioner modelled sentence stems. • Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.

| Developing Writing (Letter Formation)	
What might it look like?	**Supportive Quality First Teaching Strategies**
• General fine motor difficulties • Poor letter formation. • Lack of automaticity (writing does not flow) • Poor posture and book/paper placement • Poor spacial awareness.	• 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. • Draw attention to marks, signs and symbols in the environment. • Act as a scribe to write down what they say to model a purpose for writing. • Multi-sensory fine motor rehearsal. • Writing slope, non-slip matting and additional guidelines • Various Pens/pencils/writing materials. • Explore all writing grips • Different shaped pens/pencils • Finger gym https://www.finger-gym.com/ • Dough Disco www.spreadthehappiness.co.uk/product/**dough-disco-book** • Whiteboards different guidelines and different colours • Implement colourful semantics approaches (word banks, sentence strips). • Alphabet arc to make words by physically moving letters together. • Use letter shapes to support writing (Boxes font). • Use interactive displays with talking tins to help pupils record their ideas and offer an alternative to writing to maintain confidence.

Resources

Word Web

Part of Speech

Synonyms

Antonyms

Category

Target Word

Word Parts
And Meanings

Function

Descriptors

Other Info
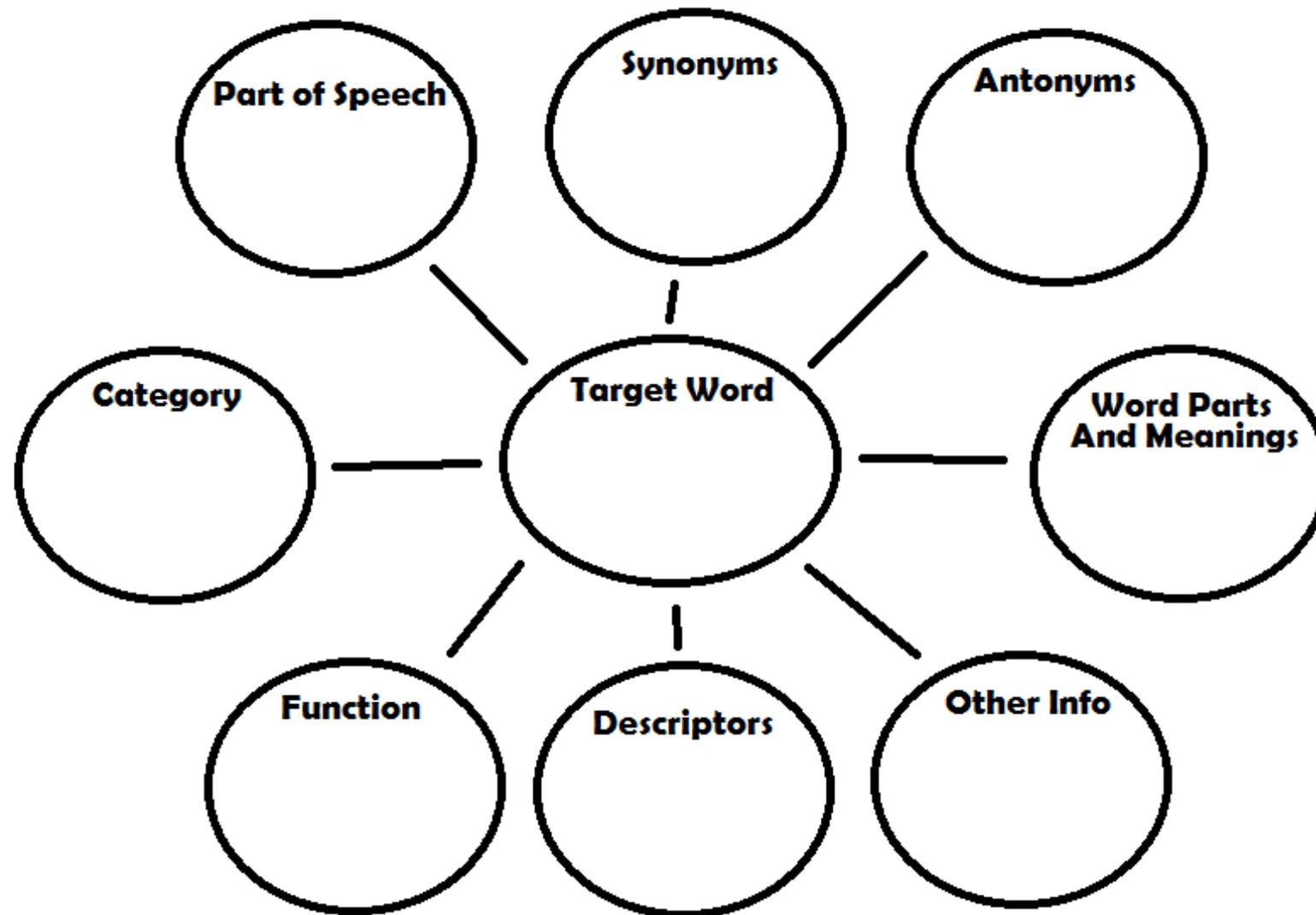
Metacognition

Metacognition is...

- the pupil's ability to plan, monitor, redirect and evaluate how they think and learn;
- thinking about thinking;
- awareness of the process of learning;
- knowing what we know and what we don't know;
- having the knowledge and control of both one's *thinking and of* one's *self.*

LEADING ASPECT AWARD — GL Centre of Excellence

Cognitive Knowledge	Cognitive Regulation
Personal and Task Knowledge Knowledge about self as a learner and factors affecting cognition.	**Planning** Identification and selection of appropriate strategies and allocation of resources.
Procedural and Strategic Knowledge Awareness and management of cognition including knowledge about strategies.	**Monitoring and Regulating Cognitive Experiences** Thinking about how to do it. Attending to and understanding task performance.
Conditional Knowledge Knowledge about why and when to use a given strategy.	**Evaluating** Assessing the process and products of your learning and revisiting/revising goals.

LEADING ASPECT AWARD — GL Centre of Excellence

Pupils with metacognitive skills have:

- **knowledge about thinking in general** – they recognise the different mental strategies required for different tasks (e.g., memorising, understanding, reasoning, problem-solving, etc.);
- **knowledge about their own thinking** – they have an awareness of what mental strategies they find easy/difficult;
- **control of thinking** - they are able to choose strategies to cope with different tasks, for example by posing questions to themselves.

LEADING ASPECT AWARD — GL Centre of Excellence

Metacognition and Self-Regulation Evidence Summary:

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/

Limiting Cognitive Load

Cognitive Load - Principles

- The brain can only process small amounts of information at a time.
- Stored information in the brain can be processed without limit.

LEADING ASPECT AWARD

GL Centre of Excellence

Cognitive Load

1. **The environment:** where our information for learning comes from (this includes all of the distractions).

2. **Working memory:** where new information is processed.

3. **Long term memory:** where information we have memorised is stored.
'Schema' – information chunks we have put together to become knowledge (taking up one space in working memory).

4. **Bypassing working memory:**
An *item* is one piece of information.
A *chunk* is lots of pieces of information.
Schema is lots of items and chunks combined.
Schema can be drawn into working memory taking up only one space

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Cognitive Load

Intrinsic Load: The demand made by the level of task difficulty.

Extrinsic Load: The demands made by the presentation of the task difficulty.

Germane Load: The effort and work required to create a permanent store of the information (schema).
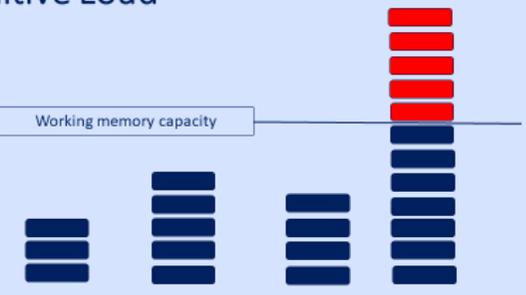
Working memory capacity

Intrinsic + Extraneous + Germane = Total

LEADING ASPECT AWARD

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Cognitive Load

Intrinsic Load: The demand made by the level of task difficulty.

Extrinsic Load: The demands made by the presentation of the task difficulty.

Germane Load: The effort and work required to create a permanent store of the information (schema).

Working memory capacity

Reduce where possible

Always reduce

Desirable difficulty

Intrinsic + Extraneous + Germane = Total

LEADING ASPECT AWARD

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Split Attention Effect

CRISIS

危 机

Danger — Opportunity

wei   ji

Ensure that information does not require the learner to split their attention between two separate channels.

LEADING ASPECT AWARD

GL Centre of Excellence

The Modality Effect

For complex concepts when auditory and visual information compliment each other.

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The Redundancy Effect

SA ME

Same

You read along whilst I read it out loud.

SAME

SA ME
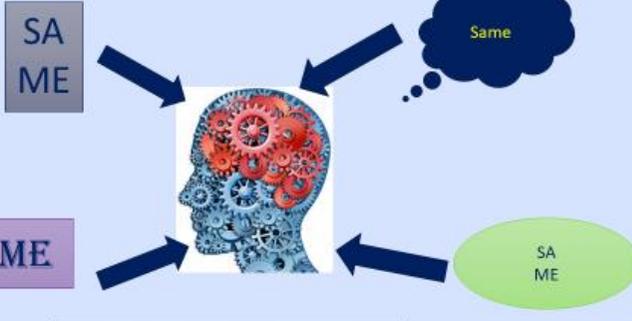
Avoid: extra unrelated information. duplications of information.

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The Transient Information Effect

- Transient information is needed to access future information but is not in the learner's sight (often spoken).
- The learner has to 'hold' the given information to make sense of what is happening right now.
- Make a record of information that will be needed for later.

GONE

The Worked Example Effect

$$\frac{7}{15} + \frac{1}{5}$$

$$\frac{7}{15} + \frac{1 \times 3}{5 \times 3} = \frac{7}{15} + \frac{3}{15} = \frac{10}{15}$$

$$\frac{10}{15} = \frac{10 \div 5}{15 \div 5} = \frac{2}{3}$$

- Focus on the steps involved not the end goal.
- Helps to build schemas of knowledge.
- Problem pairs – one worked example and one without the example.

So what?

Add modality – simple complimentary visuals.
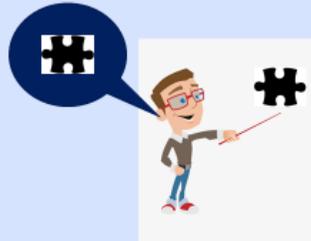
Synchronise – present the relevant information at the same time but avoid splitting attention.

So what?

What *specifically* do you want them to learn?

Declutter – get rid of anything extra and repetitive.

Reduce transient information – record 'disappearing' information.

So what?
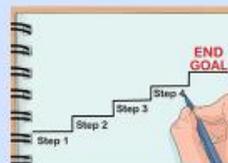
Plan the steps – what would you do and in what order?

Break it down further – mini goals.

Demonstrate and make your thinking explicit – which schema.

Alphabet Arc Activities

The pupil should be sitting in the middle of the arc with MN directly in front of them. Think of the pupil sitting in the middle of the arc of a rainbow.

abcdefghijklmnopqrstuvwxyz

Starting Off:

1. Teach the markers – the pupil should place these first.

    Aa   Mm Nn   Zz.

2. Set out the rest of the alphabet. There are several ways of doing this:
- A to Z in order,
- At random from a heap,
- MN as the starting point and then one to left and one to the right,
- Reverse order,
- Set out in random order then change to alphabetical order.

Pupils should name each letter as they put them out and check for the correct orientation.

Touch and Name

Touch and name each letter in alphabetical order. Use a timer to speed up responses but ensure that the letter is touched as it is said – this is essential for multisensory input.

Increasing alphabet knowledge
- Touch and name letters given as quickly as possible,
- Close eyes and point to where a given letter is,
- Trace a letter on the pupil's back – he names it then finds it in the arc,
- Identify letter before/after a given letter,
- Hide a letter, close the gap and ask which letter is,
- Ask the pupil to find the vowels and take them out of the alphabet line,
- Ask the pupil to touch a consonant,
- Say the vowels and consonants out loud to identify the difference between vowel and consonant sounds,
- Teach that vowels can have a long and short sound,
- Have an alphabet conversation - name alternate letters forward and backwards.

You can use the letters to:
- Build, read and spell VC (for example: it, in, if, on, at) and CVC (cat, fan, hit, pot, fig) words,
- Practise onset and rime patterns (for example h –it, p – it),
- Build consonant blends,
- Add suffixes and prefixes,
- Rehearse spelling choices/rules.

Putting the Alphabet Away:
Use this to revise and secure alphabetic knowledge:
- Put all vowels away first,
- Put all of the consonants away first,
- Push the letters into a pile and put them away in alphabetical order,
- Put away alternate letters,
- Ask the learners to find and put away specific letters.

Develop dictionary work:
Teach dictionary quartiles
- ABCD
- EFGHIJKLM
- NOPQR
- STUVWXY

Simultaneous Oral Spelling

|	
Adult models the word saying each letter. Discuss tricky parts and formulate recall cues.	Pupil copies the word whilst saying each letter. Check accuracy.
Pupil attempts the word from memory. Check accuracy and rainbow write. Say each letter aloud	Pupil writes with eyes closed saying each letter aloud. Check accuracy.

Multi-Sensory

Spelling Ideas

What Might it Say?

The cat sat on the....?

- Try reading on and back.
- Is there anything in the picture that could help?
- What could a cat sit on?
- What letters do you know?
- What does it start with?
- Do you know any words that are similiar?
- Have you seen the word before?

mat

cat
mat
fat
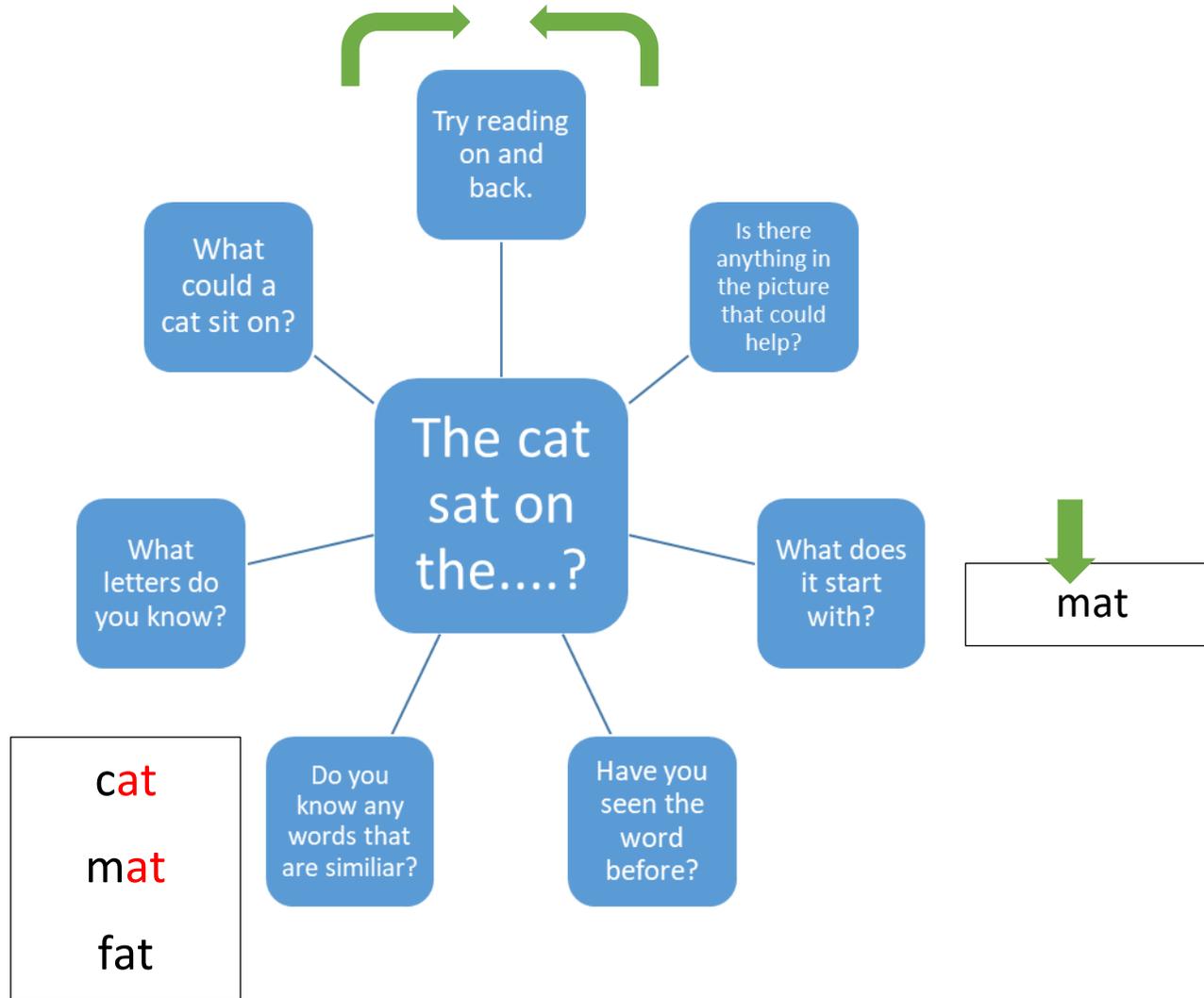
Communication and Interaction

Pragmatic skills

What might it look like?	Supportive Quality First Teaching Strategies
- 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.	- Develop 'good talking' and 'good listening' prompt cards containing visuals to support the development of specific target skills. For example: Talking At Someone Talking With Someone 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 m 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?'
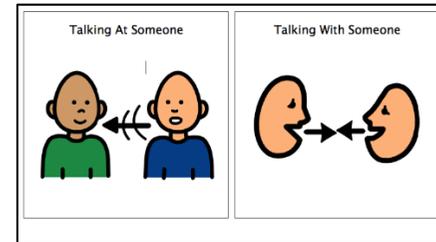
- Provide conversation starters and closers (see resources);

- 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:

Lightning fast — Being very fast.

Head in the clouds — Have unrealistic or impractical ideas.

- 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.

- Introduce structured paired talk opportunities. Give the pupil a clear role such as listener/speaker and signpost the information that they need to collect from the conversation. Provide a listening frame to support pupils in identifying what information to listen out for and make notes on. This strategy can be extended by summarising the subsequent talk/clip and asking the learner to prepare a suitable listening frame for another pupil.

- Introduce Social Stories that explicitly teach 'the script' for effective social communication. https://carolgraysocialstories.com/social-stories/

- 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.

- Teach emotions in context and use simple images to support such as emoji:

How are you feeling?
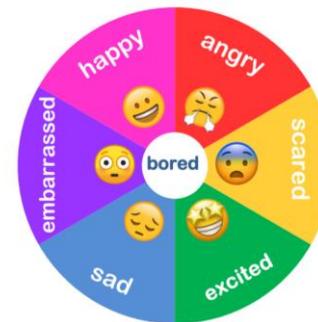
- Use feelings thermometers to explore gradients of emotion:
-
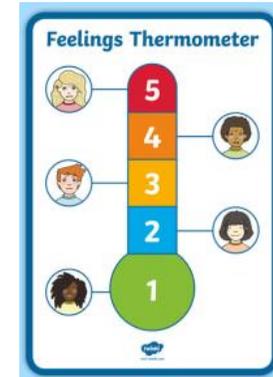
| Receptive Language (Understanding) and Expressive Language (The words used)	
What might it look like?	**Supportive Quality First Teaching Strategies**
- Difficulties with understanding vocabulary. - Difficulties with using the correct word in the correct context because of lack of understanding. - 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	- Introduce pre- teaching of targeted subject specific vocabulary (see resources); - Provide opportunities for overlearning vocabulary - Talk Boost intervention http://www.ican.org.uk - Make vocabulary mats available as a table top resource with supporting visuals: - Agree a discrete signal for the learner to show when they have not understood. - Ask pupils to classify a group of words into different categories and make cards for
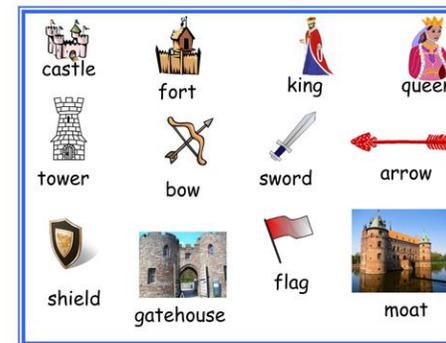
each category with supporting visuals. For example, a list of transport words categorised into air/sea/land.

- 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. Support and training available from Walsall NHS Speech and Language Therapy Service https://www.makaton.org/aboutMakaton/
- Use a mini-white board to quickly illustrate words that have a concrete meaning:
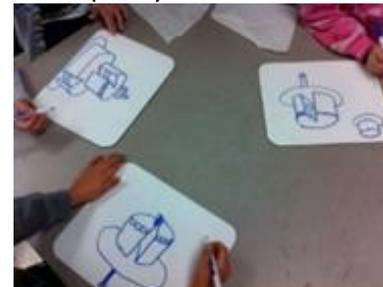
- Provide visual cues for key question words – refer to them as you use them.
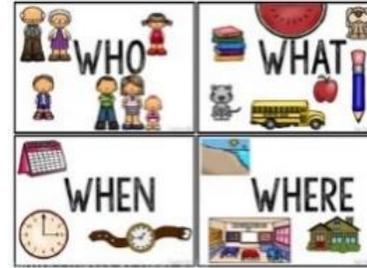
- The adult displays the written word and a supporting visual and the learner adds to it all of words that come to mind when they see that word. This supports the activation of prior learning. The words can then be categorised.

- If familiar, use a Harry Potter theme to have students sort words into categories. They can pull them out of a hat. If you give them the categories, it is called a 'closed sort.' If they come up with their own categories, it is called an 'open sort.'

- Give students words in pairs and have them evaluate if the words are the same, opposite, go together, or are unrelated.

- Have learners show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn't.
  For example: "Say radiant if any of these things would make someone look radiant."
  -Winning a million dollars.
  -Earning a gold medal.
  -Walking to the post office.
  -Cleaning your room.
  -Having a picture you painted hung in the school library.

- Use the 'Frayer Model' graphic organiser to explore words and their application (see resources and http://www.theteachertoolkit.com/index.php/tool/frayer-model).

| | Model how to add a word e.g. |
| | |

- 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 tool"
  - 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?	**Supportive Quality First Teaching Strategies**
- 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.	- 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. (Letters and Sounds Phase 1 activities https://www.gov.uk/government/publications/letters-and-sounds)
	• Play copying, passing and anticipatory games that rely on the pupil listening out for and then acting upon a signal.
	• Introduce a topic maintenance cue:

We are all thinking about...

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- Introduce listening checklists. Pupils could tick off key words/phrases/information as they hear them.
- Talk Boost intervention http://www.ican.org.uk/talkboost.
- Give the child a question to ask prior to the lesson or give them an answer to a question that will be asked during the lesson. This can promote active listening. When first introduced make sure you ask the question early in the lesson, slowly, this time can be extended.

Reluctant Talkers	
What might it look like?	**Supportive Quality First Teaching Strategies**
- Relies on non-verbal communication methods; - Increased anxiety when asked to speak in front of others; - May appear to ignore others; - Speaks in only selected situations; - Limited vocabulary.	Avoid pressure to talk.

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

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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 if the child has a peer or adult that they can talk to.
- 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

Worcestershire Health and Care Speech and Language resources https://www.hacw.nhs.uk/childrens-speech-and-language-resources

Talk Boost intervention programmes https://ican.org.uk Training available via NIAT

Communicate in Print signs and symbols https://www.widgit.com/products/inprint/index.htm

Makaton signs and symbols https://www.makaton.org/aboutMakaton/ Training available vis Walsall NHS Speech and Language Therapy Service

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

Letters and Sounds https://www.gov.uk/government/publications/letters-and-sounds

Conversation Starters/Closers

Templates and free downloads from Worcester Speech and Language Therapy Service

Conversation starters

Questions		
How are you..?	Did you see..?	
How did you..?	Did you like…?	
What did you think about..?		

Compliments		
Brilliant!	That's good!	
You know loads about…		
I like your..	You're good at…	

Comments		
I noticed that you…	I liked…	
I was interested that you said..		
You seemed to like…	Tell me…	

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Conversation Closers

STOP Let the other person finish their turn! **WAIT**

Signal…	You can give a reason…
	Well I had better hurry up and…
	Anyway I need to go and..
	Or just return to the purpose of the conversation..
	Anyway thanks for finding that for me!

Make a positive comment!	
	It was nice to meet you..
	I'm glad I saw you!
	Thanks for your help…

Say goodbye!		
Have a good day!	See you!	
Bye!	See you later!	

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Pre-Teaching Resources/Ideas

Part of Speech

Synonyms

Antonyms

Category

Target Word

Word Parts And Meanings

Function

Descriptors

Other Info
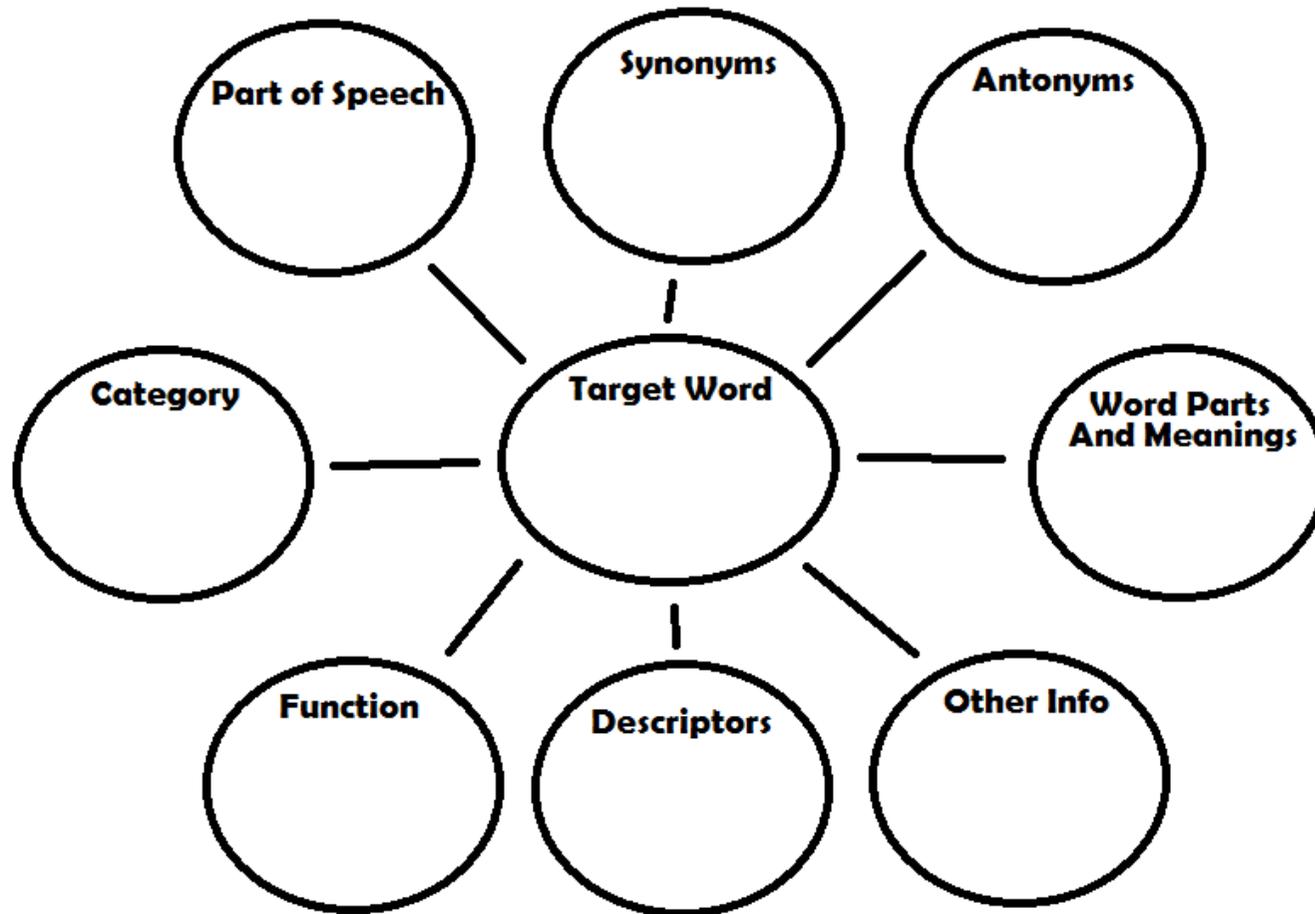
Topic sorting planner

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

...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			armies fight different castles
drawbridge	✓		
moat	✓		
dungeon			You can see skeletons. It's 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.
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.

Kyran 1:1

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 'cos 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.

Location:
Where do you find it?
Where does it live?

Parts:
What parts does it have?

Category or family:
What does it belong with?

Function:
What does it do?
What do we use it for?

What is it?

Feelings:
How do you feel about it?

Attributes:
Special features?
Touch, smell, size, texture, shape, colour etc.

Sounds:
What is the first sound?
What does it rhyme with?

Sample Planning Tool – Focusing on Vocabulary and Language Structure.

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

Frayer Model – How to Use

- Decide which key vocabulary you will target.

- Model the Process: Share the Frayer graphic organiser and explain each of the sections. Use a common vocabulary word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.

- Divide the class into pairs. Assign each pair one of the key words and have them complete the four-square organizer for this concept or allow each learner to work on one word alone.

- Share Ideas: Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

- Create study supports: make copies of each Frayer graphic organiser so every learner has a personal copy of all key vocabulary to use in class or display completed Frayer graphic organizers on a "Vocabulary Wall" for learners to refer to.

- Possible extension/challenge: Extend or deepen thinking by asking learners to describe their reasons for examples and non-examples.

- Learners could use the Frayer Model to:
  - develop understanding of key concepts and vocabulary.
  - draw on prior knowledge to make connections among concepts.
  - compare attributes and examples.
  - think critically to find relationships between concepts and to develop deeper
  - understanding of word meanings
  -make visual connections and personal associations.
  - review key vocabulary before a test or quiz
 - create a "vocabulary wall" for quick reference of word meanings.

Frayer Model

**Definition**

Characteristics

Word

Examples

Non-Examples
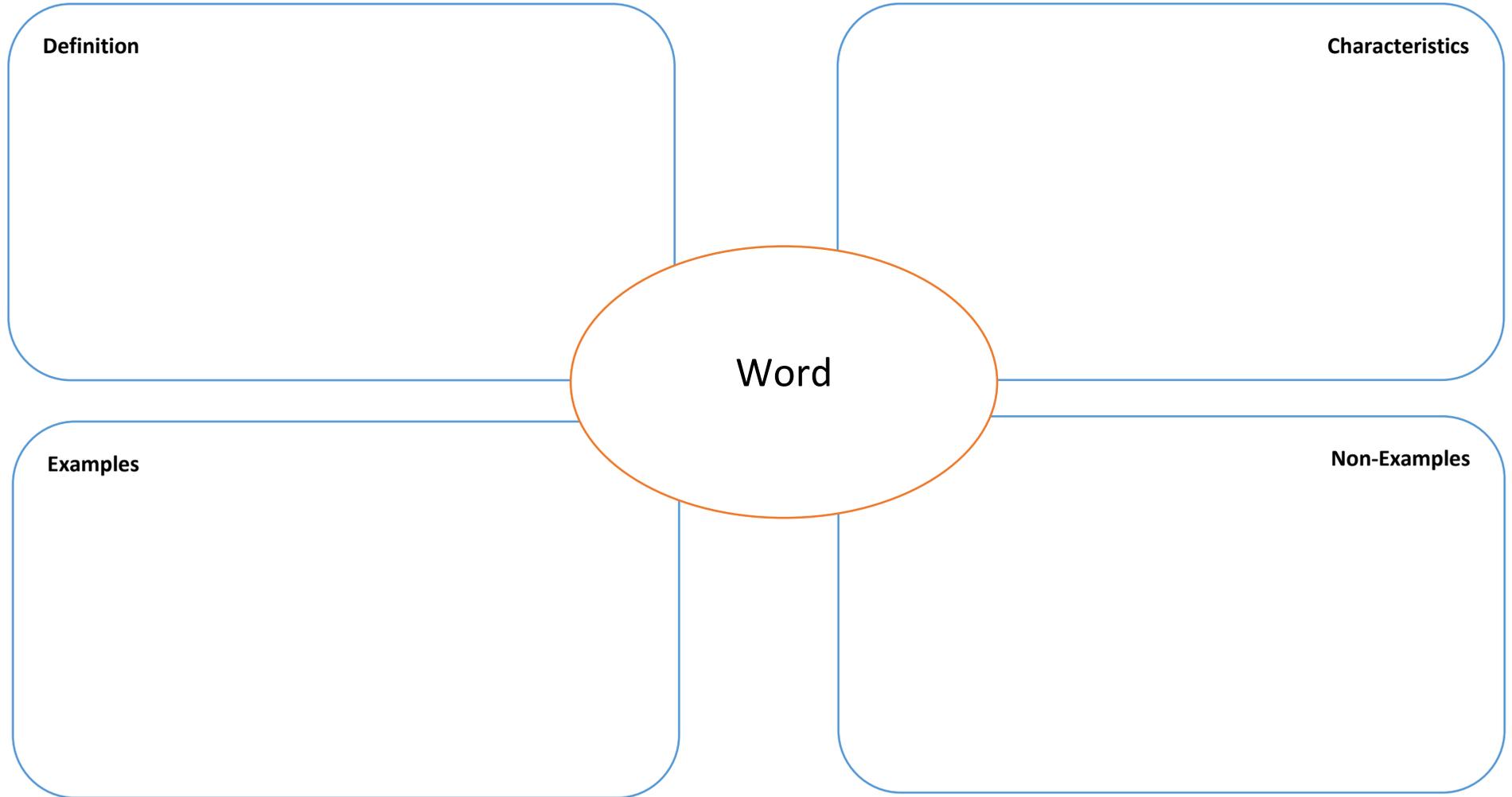
Frayer Model

Definition

Used in a sentence

Word
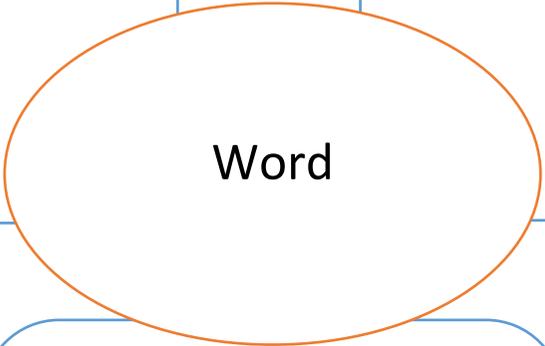
Visual

Synonyms

Antonyms

Physical and/or Sensory	
Fine Motor Skills	
What might it look like?	**Supportive Quality First Teaching Strategies**
• 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)	• 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 non-slip matting (Dycem):

- 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.

- Explore different writing tools for darkness, grip and ink flow.

- Explore fine motor skills activities on: http://therapystreetforkids.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?	**Supportive Quality First Teaching Strategies**
- Appears 'floppy' – poor core strength; - Difficulties with navigating spaces; - Difficulties with balancing and climbing; - Reported difficulties learning to ride a bike; - Can appear 'clumsy';	- 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.

	• 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.
	• Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary. Approaches such as 'Talk for Writing' lend themselves to this.
	• Introduce a gross motor skills trail for children to follow as they move around the classroom. For example:
	• Explore activities available at: http://therapystreetforkids.com/ And Fizzy Kids https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/
	• Offer opportunities to write/mark make on a larger scale. For example, writing on a large chalkboard whilst stood up.

Hearing Impairment	
What might it look like?	**Supportive Quality First Teaching Strategies**
There are different degrees of deafness which can be identified as: **Mild Hearing Loss:** • 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. • A pupil would not be able to follow a whispered conversation.	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: • 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. • Ensure that the speaker's face is visible and encourage only one person to speak at a time.

- 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 difficultly 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?	**Supportive Quality First Teaching Strategies**
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	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?	**Supportive Quality First Teaching Strategies**
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	**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 I-pod or 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; • 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.

- 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 (Widget), gestures and objects of reference to support language;
- Allow extra time for repetition.

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.

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:
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.

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;
- Ensure movement activities are observed to identify manageable risks;
- Gain advice from Occupational Therapy to arrange comfortable seating that minimises movement during mealtimes;
- Use rocking chairs to calm;

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

- Set up new ways to play on the playground, alternate routes, change in layout;
- Use visual and verbal cues to support movement activities;
- Ensure stair rails, bars and other visual cues are in place to mark steps/doorways;
- Ensure anti slip floor mats are in place;
- Ensure the child is wearing supportive, non-slip shoes;
- 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';
- Use of a buddy to model and lead;
- 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**
- Complains about blurry text, text that moves, jumbles or bunches up; - Moves the text a lot when reading; - Reading is inaccurate; - Appears uncomfortable/fidgety when reading; - Complains of frequent headaches/nausea; - Dislikes glare, white backgrounds; - Difficulties with tracking and completing a return sweep (moving from one line of text to another); - Loses place often when reading, misses out words or lines, re-reads. - Tries to avoid reading tasks; - Rubs eyes and yawns more often than would be expected; - Difficulties with letter placement and spacing when writing.	- Offer coloured overlays and printed materials on pastel coloured paper; - Frequent rest breaks; - Change interactive whiteboard colour background; - Visual perception skills activities for example, published by LDA - Use of a reading ruler/ line tracker - Increase line spacing (at least 1.5) - Use a rounded font such as Comic Sans or Sassoon Primary. Font size to be at least 12 pt; - Ensure resources are presented simply and uncluttered. Use colour to demarcate different sections of text;
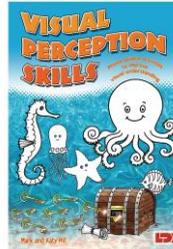
Resources

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.
- Wikki Stix are wonderful - they are waxed and mouldable. Children can press them down onto paper and they make a tactile surface. http://www.wikkistix.com/whatarethey.htm
- 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	• Squeezing, squishing, pushing, pulling and moulding; • Hiding small items and then pulling them out; • Dough disco; • Exercise programme.
Spray bottles	• Water play; • Water the plants; • Banish monsters (draw pictures and then squirt); • Target practice
Clothes pegs	• Use the *pads of the thumb and index finger* to open the clothespin rather than pinching it open against the side of the index finger; • When pinching open, try alternating each finger to squeeze opposite the thumb; • Place clothespins along the top of a container and then on top of each other to construct a design; • Pick up small objects with the clothespin: cotton balls, pompoms, crumbled paper, beads, pegs, etc; • Attach several clothespins along the bottom hem of shirt and then pull them off; • Place clothespins around a paper plate;
Hole puncher	• Punch holes along strips of paper (1 to 2 inches wide) or along the edges of a sheet of paper or paper plate; • Use hole punch clippings to make confetti or 'snow' to glue on paper for pictures.
Pinch Strengthening	• 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; • 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; • Push a toothpick point into a styrofoam tray or plate, or in aluminium foil placed over craft foam or corkboard to make a picture;

Thumb Opposition

Activities to open the web space	- Squeezing mouldable materials; - Bulb syringe games; - Art activities with squeezy bottles; - Shuffling cards with palms up; - Water play with spray bottles and squeezy toys.
Developing movement	- Connect four; - Tiddly winks; - Sealing Ziplock bags; - Peeling stamps and stickers; - Wind-up toys.

Crossing the Mid-Line

Throwing and Catching Games	- 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; - Bat balloons or a light balls with both hands on the bat or a tennis racket; - Paddle games like ping pong - encourage using the same hand; - 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; - Catch balls thrown, or rolled, to the right and to the left of centre, encourage catching with both hands together;
General Activities	- Double drums or bongos: challenge your child to bang the right drum with the left hand and the left drum with the right hand; - Push toy trucks and cars while crawling on the floor along a path made with tape; create lots of turns and waves; - 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; - 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.; - Scoop sand into a bucket using one hand to hold the bucket and the other to scoop and reach across;

	• 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; • Steering wheel (found in many playgrounds): encouraging using the same hand to turn the wheel all the way around; • Alternating hand-over-hand activities such as pulling along a rope while on a scooter board; • Make figure 8's and other motions with streamers; one hand at a time and crossing left and right; • 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. • Play body awareness games like the Hokey Cokey and Simon Says.
Fine Motor Activities	• 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; • 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; • Deal cards to a group using one hand to hold the deck and the other to deal to everyone around the table.

Pincer Grip

Activities	• Using tongs/tweezers; • Buttons; • Stringing beads; • Hole punches; • Tiddly winks; • Peeling; • Tearing; • Crumpling paper between thumb and forefinger; • Finger football; • Flicking.

Finger Isolation

Games and Activities	• Pointing games (I spy); • Finger and shadow puppets; • Finger painting; • Finger football; • Finger spelling – signing the alphabet.

Hand Arches

Developing the "Precision" side of the hand: Let the thumb, index and middle fingers do the work	- Cutting with scissors; - Scooping sand, rice, beans, etc. - Draw around small circles and fill in small circles; - Wind-up toys; - Try to twist a cap onto a small bottle or a tube of toothpaste with one hand; - 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.; - 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; - Dress up dolls: requires a surprising amount of hand strength and endurance; - Place coins or bingo chips in narrow slots; a piggy bank is perfect, Connect Four game; - Eyedroppers: make colourful dribble art creations by placing drops of coloured water on a paper towel or coffee filter.

Hand-eye Coordination

Activities	- Tracing on large lines; - Mazes; - Throwing and catching; - Bouncing balls; - Dot-to-dot puzzles; - Word searches; - Lacing and threading activities; - Pressing activities.

Bilateral Coordination

Simple Symmetrical Activities	• Blow bubbles and reach with both hands to pop them; • Pull cotton balls apart, glue on paper to make a picture; • Tear strips of paper, paste on paper to make a collage; • Squeeze, push and pull on clay, putty, Playdoh or modelling foam; • Pull apart construction toys (Duplo, Lego) with both hands; • Roll Playdoh, putty or clay with rolling pins • Percussion toys: symbols, drums (both hands together), etc; • Play with a toy Accordion; • Pull apart and push together crinkle tubes; • Penny flipping: line up a row of pennies, start flipping with each hand at the far end until they meet in the middle; • Ball play: throw and catch with both hands together; • Bounce a large ball with 2 hands, throw or push a ball with 2 hands.
Alternating Movements	• Drum or Bongos: with both hands one at a time (reciprocally); try to imitate a rhythm; • Ride a tricycle or bicycle; • Air biking: while on your back, raise your feet up toward the ceiling and pretend you're pedalling a bike; • Walking, running, skipping, swimming; • 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; • Juggle scarves.
Activities that Require Different Skill Sets for Each Hand	• 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; • Spread peanut butter, or any spread on crackers, frost cookies; be sure to hold the cracker or cookie still; • String beads to make jewellery; • Colouring, writing, drawing: be sure the other hand is holding down the paper.
Body Awareness Activities	• Simon says; • The Hokey Cokey; • Crawling; • Wheelbarrow races.

Upper Body Strength and Stability

Trunk stability	- Play toss and catch games in a kneeling position; - Challenge: how long can you tolerate watching television, or doing some other distracting activity, while kneeling on your knees.
Shoulder strength and stability	- Tummy time: We Playing while lying on the tummy is a great way to develop shoulder strength and stability; - 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; - Wheelbarrow walking; - Crawl on all fours: forward, backward, sideways or change direction on command; - strengthen the arms on the playground: swing on monkey bars, trapeze bar, ladders, climb up the slide (if permitted); - Draw large shapes and pictures on chalkboards or white boards with both hands simultaneously.
Wrist stability	- Walk or race while balancing a tennis ball on a large spoon; do not let it fall! - Play with a Yo-Yo; - 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; - Practice opening jars of all sizes; - Pour water from a pitcher into several cups; - 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.

In Hand Manipulation

Activities	- Pick up a small object with fingers (bead, coin, M&M candy, popcorn, etc.) and "hide" it in your hand. Then pick up another and another; - 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); - Practice removing small objects from a container one at a time and hiding each within the palm. Then placing

	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.

SENSORY DIET PLAN

- Include activities and resources
- When and where?

	Calm down, slow down, relax	Focussed, attending, just right	Get going, perk up, be alert
Visual (sight)			
Auditory (hearing)			
Tactile (touch)			
Olfactory (smell)			
Gustatory (taste)			
Proprioception (body awareness)			
Vestibular (balance)			

My most favourite sensory experiences are:

I really don't enjoy:

| Social, Emotional and Mental Health	
Self-Monitoring and Regulation Skills	
What might it look like?	**Supportive Quality First Teaching Strategies**
- 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.	- Teach different emotions. Use a range of vocabulary to support each emotion. This could be done by using <u>'A "5" could make me lose control!' 'an activity-based method for evaluating and supporting highly anxious students' by Kari Dunn Buron.</u> and/or personalised self-regulation charts. Images taken from google images 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:
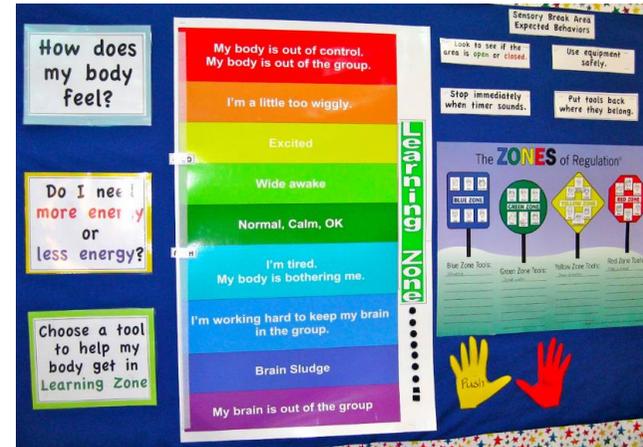
Where possible introduce as whole school, if not, for the class in which the pupil is working to ensure the language of emotions and self-regulation is taught effectively.

- Introduce a self-soothing breathing activity:

Image taken from Pinterest linked to 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, Backward Chaining or 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).

- Offer an emotion coaching approach: https://www.gottman.com/blog/an-introduction-to-emotion-coaching/

- Organise the classroom to promote pupils to regulate, reflect and reconnect:

	• 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.
	• 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.
	• **Develop a Wellbeing Recovery Action Plan (WRAP) – see resources.**

Self-Esteem	
What might it look like?	**Supportive Quality First Teaching Strategies**
• Finds it challenging to accept a compliment/accept praise; • Is over critical of themselves; • Lacks appropriate assertiveness and the capacity to make decisions; • Reluctant to try new things in case of failure; • Does not believe that they are good enough; • Exhibits disproportionate self-blame; • Finds it difficult to identify own strengths and positives; • Placing undue pressure on themselves; • Lacks confidence; • Does not recognise that they deserve happiness.	• Complete the 'Star Qualities' activity from Young Minds: https://youngminds.org.uk/media/3533/star-qualities-final.pdf • Support the pupil to develop a personalised daily diary of accomplishments. They could share this with a trusted adult/peer. • 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. • Encourage other pupils to compliment the target pupil. This can be introduced whole class via peer marking approach. • 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. • 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. • Openly acknowledge and model that it is okay to make mistakes. During adult led

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 unfamiliar feel familiar.

- Encourage self-care by developing a personalised mental health first aid kit (see resources).

- Encourage the pupil to take on leadership roles in group or partnered activities.

- Encourage the pupil to develop and deploy positive affirmations.

- Develop a Wellbeing Recovery Action Plan (WRAP) – see resources.

Attachment and Relationship Building	
What might it look like?	**Supportive Quality First Teaching Strategies**
Poor Relationships with others: Does not seem aware of or enjoy the company of others and/or does not seek contact with others. Limited emotional range.	• **Develop a Wellbeing Recovery Action Plan (WRAP) – see resources.** **Developing Relationships:** • Create spaces and regular opportunities for sustained 1:1 distraction free interaction. Make these interactions predictable by using familiar toys, games, actions and sounds. o eye contact

Not responding when talked to and/or limited attention

Dislikes physical contact with others.

Doesn't like direct attention and will avoid social interaction.

The child does not build relationships with special people. They are not wary of unfamiliar people.

They are reluctant or show no interest in exploring new situations with support from a familiar adult.

Limited friendship circle.

Is reluctant to explore independently even when supported by a familiar adult, 'clingy' and anxious.

Reactions to new situations may be extreme even when with a calm familiar adult.

Attachment Needs:
- Can be determined to work independently and meet their needs on their own;
- Lacking in trust;
- Can be high achieving in some aspects, but are generally socially uncomfortable;
- Exhibit indifference;

- o smiles
- o use of name
- o repeated phrases.
- Within the setting allocate a consistent key worker to build a relationship with the pupil.
- Make sure that there are also planned quiet times and withdrawal to avoid over stimulation and over-excitement.
- Begin to develop social routines by using familiar words to greet, happy glances, and rehearsed chat.
- Develop familiar games with objects in order to maintain interaction. Use the same games and objects repetitively so that they become predictable.
- Play turn taking games with the pupil, slowly introduce a peer.
- Provide reassurance using touch and voice. Remain close to the child. Model friendly behaviour and interaction.
- Model appropriate social behaviour – smiles, verbal greetings.
- Show pleasure and excitement in the child's new discoveries and achievements.
- Timetable regular small group activity in a quiet distraction free environment. Make activities in this time familiar and predictable e.g. same activities, same order.
- Use Now and Next visual cues.
- Direct coaching of social interactions e.g. please, thank you, sorry etc.
- Make sure boundaries for behaviour are clear and consistently implemented. Use visual prompts to support e.g. stop, wait, finished.

Supporting Attachment:
- Working in partnership with parents is key to implementing a consistent approach around attachment needs. Developing parental relationships alongside pupil work, via a small step progress plan, will have a bigger impact for the child.
-
- Address the pupil's learning needs through small group work where possible.

- Avoid close relationships;
- May find it difficult to seek help;
- Limited creativity and may be prone to sudden outbursts.

- Easily frustrated;
- May present as both clingy and rejecting of a teacher as they seek both comfort from but are unable to be comforted by adults;
- May present as immature, fussy, helpless, passive or whiney or they may be angry or petulant;
- May be attention seeking;
- May be hyperactive;
- May have difficulty recovering from upset;

- May be highly vigilant;
- May be easily distracted;
- May display a strong sense of fear, panic, or helplessness;
- May present with bizarre, extreme, unpredictable or distressing behaviour, which adults may find shocking and difficult to manage;
- Can be sensitive to criticism, defiant and/or controlling.

- Avoid direct intervention/ proximity where possible. Teach the pupil about personal space to support feelings of security.

- Use of concrete and structured situations to reduce anxiety. Ensure routines are in place and well-rehearsed. If child displays more anxiety offer routine games or class activity (e.g. rote counting or tidying bookshelf) where interaction is not required.

- Offer controlled choices. Using a choice board, offer activities that the pupil enjoys, and that staff can manage at that time (have the staffing or resources to complete).If this is implemented ensure that the child is also given enough time to complete the activity, cutting it short could lead to high levels of frustration.

- Explicitly structured day. Do not underestimate the use of a visual timeline for all pupils. Display the expectations for the day.

- Task slicing. Offer small achievable tasks and allow the child to see what 'finished' looks like for them.
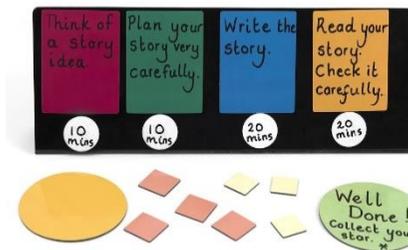
- Shared focus tasks: non-threatening, collaboration.

- Everything must be doable – the right differentiation is key. When building new relationships or during times of high anxiety for a known child, complete revision activities ensuring they can complete without support.

	• Demonstrate that the pupil is held in mind: 'I was thinking about you when…' • Ask the pupil to help the teacher with specific tasks. • Gently encourage the pupil to seek help from adults. Introduce 'helping hands' or a coloured coded system for the child to ask for help discretely. • Encourage the pupil to participate in highly structured games but avoid those with strong winning/losing element (for example team games). • Alert them to changes in routine/ absence. If necessary, make alternative arrangements for them. This plan should be known by all staff and shared on the 'pupil passport'. • Praise them for effort when you are not directly engaged with them. • Give responsibility for tasks to avoid them controlling others. Job cards could be written for group work to ensure all children are clear on their role. Staff could also implement LEGO Therapy to help teach this skill. • Break tasks into small steps. • Visual prompts to represent time. Examples can be seen in Cognition and Learning section. • Task slicing, as seen above. • Learning hooks matched exactly to their personal interests and motivations. • Give them a survival kit of resources and scaffolds with a clear 'weaning plan'. • Use of a timer to delineate tasks and aid concentration • Use board games to help develop shared control and enjoyment.

- Ensure that all basic needs are met:
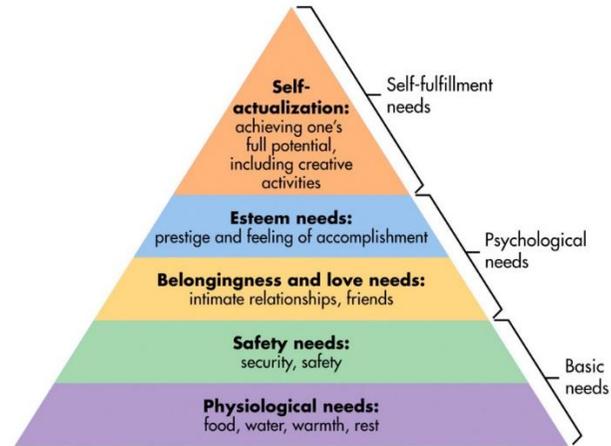
- Trusting and fair relationships: ensure consistency and predictability in the application of the school's behaviour policy.

- Support for organisation- timelines, diary, equipment, days.

- Support all transitions – big and small. Visual timelines, time countdowns and as much warning as possible.

- Develop a 'secure base' from which the pupil can then explore the learning environment.

Anxiety	
What might it look like?	**Supportive Quality First Teaching Strategies**
- Appears uneasy or 'on edge'; - Perseverating on a specific issue; - Reluctance to try new learning experiences/activities; - Irrational fears or phobias;	Work on grading worries and considering the sorts of responses that would be appropriate:

- 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?

5	**EMERGENCY**	Earthquake, Fire, Danger to yourself or others
4	**GIGANTIC PROBLEM**	Fighting, Someone is hurt, Destruction to the class
3	**BIG PROBLEM**	Small accident (spilled something, fell down), Not feeling well, you are bleeding
2	**MEDIUM PROBLEM**	Someone is bothering you, you need something.
1	**LITTLE PROBLEM**	Runny nose, need to go to the bathroom, lost your supplies, having trouble on work
0	**GLITCH**	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:

- 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.

- Develop a staged plan of gradual exposure to manage fears. For example:

FEAR: Masks
Step 1: Look at a book featuring pictures of masks.
Step 2: Make papier-mâché or felt masks in small groups.
Step 3: Encourage children to look at masks others in their group have made (whilst not being worn).
Step 4: Bring in some larger toys to put masks on.
Step 5: Children wear the masks they made on their heads.
Step 6: Children wear the masks they made on their faces.

Resilience	
What might it look like?	**Supportive Quality First Teaching Strategies**
• Difficulties with managing challenges or perceived failure; • Lacks a sense of hope; • Finds it challenging to adapt to changes; • 'Gives in' quickly; • Displays high levels of frustration; • Places blame on others.	• 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? • Use 'BOUNCE' scoring to identify and scale how resilient a pupil is feeling (see resources). • Offer 'Plan, Do, Review' problem solving activities. Initially, these should be based upon solving a non-academic based problem in a team (see resources). • 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. • Have 'Hero Conversations':

The Hero Conversation

- Who was the hero in this story? Why?
- What challenge or dilemma did the hero overcome?
- What personal strengths did the hero possess? What choices did he or she have to make?
- How did other people support the hero?
- What did the hero learn?
- How do we use the same personal strengths when we overcome obstacles in our own lives? Can you share some examples?

LEADING ASPECT AWARD

GL Centre of Excellence

- 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.

- Celebrate 'failure' - wonky work displays! Create an ethos for a 'have a go hero'.

- 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.

- Develop a Wellbeing Recovery Action Plan (WRAP) – see resources.

Self-Confidence and Self- Awareness	
What might it look like?	**Supportive Quality First Teaching Strategies**
• No attempt to use voice, gesture, eye contact and facial expression to interact with people and keep their attention; • Unusual reactions and states of arousal; • Does not seek help; • Poor body control, often bumps into people/objects; • Is distressed or reluctant to explore new activities or environments; • Limited peer relationships; • Over reliance on adult to anticipate their needs and lacks independence.	• Create spaces and regular opportunities for sustained 1:1 distraction free interaction. • Maintain a familiar key worker • Use the child's name to gain attention before all interactions. • Comfort with close contact and soothing voice. • Carers to show happy emotions in their face and voice. • Provide sensory experiences – rocking, lights, touch and textures. Observe and notice how the child responds. Do they quieten? Become more excited? Provide more of what works. • Provide distractions such as a well-liked activity • Allow child to bring and keep a favourite toy with whilst separating from main carer. • Keep a predictable, regular routine at times of transition. • Provide a quiet area for separation • Key worker should 'check in' regularly with the child and gradually reduce proximity and increase length time between check in. • Play alongside the child in role play situations. Model using everyday objects and conversation. • Encourage the child to be independent, especially around self-help routines. Create independence goals to work towards, visually showing small step progress.

Resources

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	
2	Not okay	Starting to get red Tapping my pen	Brain is foggy	
1	Great	Doing my work Smiling	A calm sea	
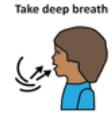
The Plan for Dealing with Feelings

What happened and in what order?

Name all of your feelings?

Why might you feel like this about the situation?

Make a plan of action for 'now' and 'later'?

Is it a good plan – what might happen?

Follow your plan and think. Check – did it work, was it a good plan?

What did you learn?

# A Personalised Mental Health First Aid Kit

BOUNCE Scoring

SCORE YOURSELF OUT OF 10

B BELIEF		How much control do you believe you have over your life?
O OPTIMISIM		How optimistic are you as a person?
U UNDERSTANDING		How well do you understand your strengths, values and motivations?
N NETWORKS		How effective is your support network?
C CONTRIBUTION		How would you rate your contribution to helping others?
E ENERGY		How good are you at sustaining your energy and enthusiasm?
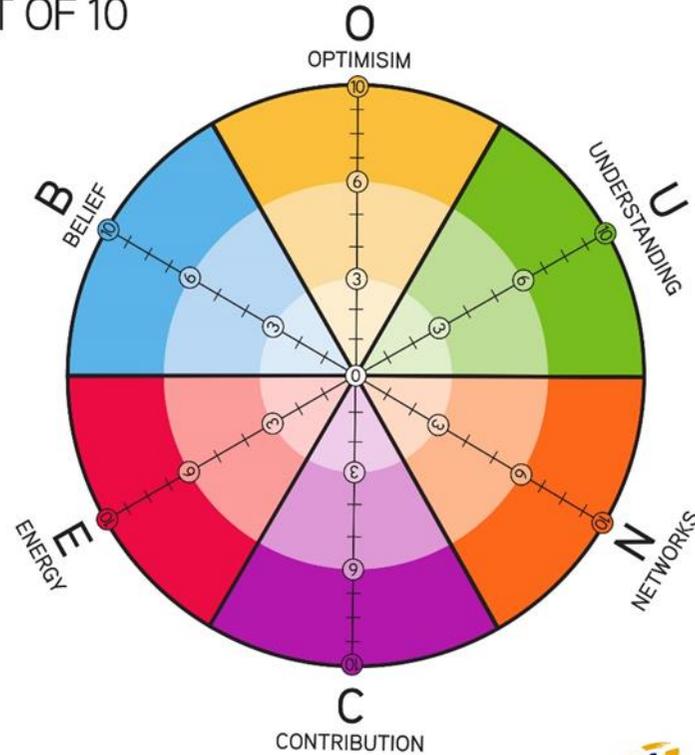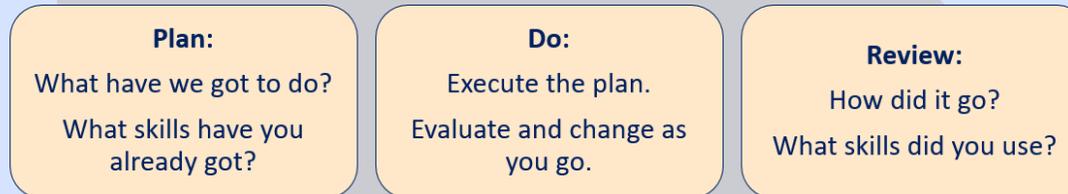
My Wellbeing Recovery Action Plan

Name:

Class:

Date: Completed by:

My Wellbeing Toolbox

These are the things I can do to help me stay safe and well or feel better:

My Daily Plan

These are the things I need to do every day to help me feel safe and well:

Triggers

These are the things, that if they happen, can make me feel not safe and not well:

Early Warning Signs

These are the signs that things are changing:

What I can do if Things Are Not Going Well

These are my self-help strategies:

How you Can Best Help Me

This is how you can help me:

If There is a Really Bad Time

You will have to help me by:

For the grown up supporter – Remember ALGEE:

Approach the young person, assess and assist with any crisis.

Listen and communicate non-judgementally.

Give support and information.

Encourage the young person to get appropriate professional help or get it for them.

Encourage other supporters.

Thank You
This toolkit could not have been written without the support of our Walsall partners:

Resource sites include:
Cognition and Learning:
 Colourful Semantics a basic guide
https://go.walsall.gov.uk/Portals/0/images/importeddocuments/colourful_semantics_overview.pdf
Finger gym https://www.finger-gym.com/
Paired Reading support https://highlandliteracy.com/
 Precision Teaching (a teacher's guide)

file:///C:/Users/R%20Hadley/AppData/Local/Microsoft/Windows/INetCache/IE/3GKHLSA0/basic_precision_teaching_guide_2014_nasen1.pdf
Sensory Stories http://www.thesensoryprojects.co.uk/
Sparkle Box www.sparklebox.co.uk
TalkBoost Interventions https://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/talk-boost/
 Twinkl www.twinkl.co.uk

Communication and Interaction:
Communicate In Print info@enablingtechnology.com
Freyer Model http://www.theteachertoolkit.com/index.php/tool/frayer-model
Letters and Sounds
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf
Makaton https://www.makaton.org/aboutMakaton/
Social Stories https://carolgraysocialstories.com/social-stories/what-is-it/
TalkBoost Interventions https://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/talk-boost/

Social Stories https://carolgraysocialstories.com/social-stories/what-is-it/
Widgit symbols www.widgit.com
Worcestershire- Speech and Language resources   https://www.hacw.nhs.uk/slcn-pathway/

Physical and Sensory Needs:
Dough Disco find a link to you tube channel here https://www.spreadthehappiness.co.uk/

Fine motor activities http://therapystreetforkids.com/

Fizzy Kids https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/
Sensory ideas http://www.thesensoryprojects.co.uk/home

SEMH:
Bounce www.windmillsonline.co.uk

WRAP plans. https://mentalhealthrecovery.com/wrap-is/

WRAP Birmingham mind link again. https://www.mind.org.uk/media/1593680/guide-to-waps.pdf