



Strategies for all learners: Quality First Teaching (all pupils)

- Classroom well organised and labelled (with picture symbols)
- Plan by deciding what everyone can learn then scaffold to meet need
- Clear lesson structure with learning objectives presented orally and visually
- Instructions given in small chunks with visual cues
- Understanding checked by asking pupils to explain what the task is
- Understanding is demonstrated in a variety of ways
- Range of groupings within the class including seating arrangements
- Activities and listening broken up with breaks for more kinaesthetic activities
- Five positive comments to one negative
- Praise is specific and named
- Memory supported by explicit demonstration and modelling of memory techniques
- Classroom assistants planned for and used to maximize learning
- Half-termly pupil progress meetings with Headteacher, Deputy Head and Class Teacher



Communication & Interaction: Quality First Teaching (all pupils)

- Photographs of staff and pupils displayed in foyer and classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil's name/cue used to gain individual's attention — and before giving instructions
- Key words/vocabulary emphasised when speaking. Displayed with picture cues

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- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks, given in the order to be done
- Delivery of information slowed down with time given to allow processing
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged — and shown — how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking buddies/talk partners used to encourage responses
- TAs used effectively to explain and support pupils to ask and answer questions
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Access to a quiet, distraction-free workstation if needed
- 'Word walls' or similar to develop understanding of new vocabulary – across curriculum
- Parents advised of new vocabulary so it can be reinforced at home – weekly 'SIGNPOSTS'
- Appropriate use of visual timetables — personalized to the child

Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Where appropriate, individual targets reviewed half-termly with Class Teacher
- Support or alternative provision for break times e.g. Nurture group etc, or if pupil has to leave the classroom at times of particular stress
- Social stories written for specific areas of difficulty
- 'Elklan' language activities – resources via Speech and Language service
- Small group or 1:1 using programmes receptive language activities e.g. 'Blacksheep Publications'
- Advice via County's AskSali email advice service

Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Referral to external specialist such as Speech & Language Therapist,
- Individual targets (including those from speech and language service) reviewed termly with Class Teacher or Education Health Care Plan assessment



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Cognition & Learning, Maths: Quality First Teaching (all pupils)

- Hertfordshire framework on assessment used throughout the school.
- Ensure links to prior learning are implicitly made
- Give access to a wide range of practical resources, e.g manipulatives like multilink cubes
- Ensure key learning points are reviewed regularly throughout the lesson
- Ensure understanding of mathematical vocabulary and learners using the correct language throughout the school
- Provide a talking partner for pupils to share/explain their mathematical thinking
- Give lots of thinking time
- Present tasks in a meaningful context
- Make close observations of pupils to fully understand the mathematical strategies being used to solve problems — get them to ‘talk through’ what they’re doing
- Ensure multi-step tasks are supported by jottings and model this
- Give a wide range of contexts for pupils to apply their learning
- Give opportunities for pupils to make up problems using skills learned for their talking partner to solve
- Give opportunities for pupils to check their solutions using a range of methods
- Don’t rush into abstract and formal written work before understanding is secure
- Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts
- Use squared paper — one digit per square

Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Maths mastery- scaffolded tasks
- 1:1 or small group intervention - catch up and keep up
- Use of manipulatives and aids like cubes and Numicon
- Advice via County’s AskSali email advice service



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Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Any Individual Education Plans reviewed termly with Class Teacher or Education Health Care Plan assessment
- Use of UCAN Maths intervention (from former SpLD service)

Cognition and Learning: Quality First Teaching, Literacy (all pupils)

- Hertfordshire framework on assessment used throughout the school.
- 'Next Steps' for learning derived from what the pupil can already do – referring back to earlier stages when necessary
- Use strategies to enhance short-term and working memory
- Providing scaffolding for level of all pupils
- Key words/vocabulary emphasized when speaking and displayed clearly on Working Walls
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Pupils encouraged to explain what they have to do to check understanding
- Key learning points reviewed at appropriate times during and end of lesson
- Alternative ways to demonstrate understanding e.g. diagrams, use of voice recorders
- Provide — and teach use of— range of writing frames to aid organisation alongside key words and/or phoneme mats on desks
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Additional time to complete tasks if necessary
- Model and use memory techniques
- Provide opportunities to learn keyboard skills

Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Pre-teaching of concepts or subject vocabulary
- Instructions broken down into manageable chunks and given in sequence
- 1:1 or small group multi-sensory phonics programme
- Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation if needed etc.
- Small group or 1:1 support for writing/reading/spelling

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- 1:1 or small group lessons to develop memory skills using appropriate resources
- Revision sessions to revise and consolidate what has been learned

Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Individuals targets reviewed termly with Class Teacher or Education Health Care Plan assessment
- Advice via County's AskSali email advice service



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Social, Emotional & Mental Health: Quality First Teaching (all pupils)

- Catholic ethos of the school underpins everything- learning, behaviour, interactions, respect, justice, compassion, tolerance
- Positive behaviour policy. Refer pupils regularly to classroom code of conduct, whole class targets and use consistently — ensuring that supply staff apply same consistency. Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Take time to find pupil's strengths and praise these — ensure that the pupil has opportunities to demonstrate their skills to maintain self—confidence.
- 'Catch' the pupil being good and emphasise positives in front of other pupils and staff (where appropriate)
- Provide classroom responsibilities to raise self—esteem. Make use of rewards system including "Star of the Week", Celebration Assemblies, house/table points
- Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up, pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Where possible, create a quiet area both for working and as a 'quiet time' zone
- Use a visual timer to measure and extend time on task — start small and praise- specifically
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Provide alternative seating at carpet time if this is an issue
- Ensure that tools/equipment are easily accessible and available for use
- Use pupil's name and ensure you have their attention before giving instructions
- Chunk instructions and support with visual cues.
- Make use of different seating and grouping arrangements for different activities.
- Personalise teaching where possible to reflect pupils' interests
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Communicate positive achievements — no matter how small — with home and encourage home to do the same. Could be in the form of a 'Golden moments' or

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'Good News' book or 'Good notes' to be collected in a small plastic wallet

- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed

Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Nurture Group support to develop social and emotional skills
- Use SEMH assessment tools like The Boxall Profile completed to highlight needs and track progress
- Small group work to develop listening, attention and turn taking skills
- 1:1 barrier games to develop turn taking and listening skills
- Support available if pupil has to leave the classroom to go to a pre-agreed place
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
- Social stories written for specific areas of difficulty
- Provide visual timetables and task lists — may need to be for a short period of time depending on the pupil
- In class support to facilitate access to curriculum.
- Support available from the MHST- small groups for emotional regulation, anxiety and 1:1s for families

Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Referral to external professionals through Single Service Request, for services including assessment, early years behaviour team, early years inclusion lead
- Individuals targets reviewed termly with Class Teacher or Education Health Care Plan assessment
- Use of a range of tried and tested/successful strategies within school by all adults.
- Mental Health Support Team support; small groups, whole class workshops, assemblies, 1:1 with families

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Sensory Needs, Visual Difficulties: Quality First Teaching (all pupils)

- Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
- Try out different paper/Smartboard colours to try to find best contrast
- Consider lighting — natural and artificial.
- Avoid shiny surfaces which may reflect light and cause dazzle
- Short spells of visual activity should be interspersed with less demanding activities
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Consider colour and size of font
- Address the pupil by name to get their attention
- Avoid standing in front of windows, as face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons
e.g. working together on a project.

Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Eliminate where possible copying from the board and provide text on paper to copy from.
- Where copying is required, ensure appropriate print size photocopy is available
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision
- Enlarged copies of texts — size determined by pupil and sensory support team/ophthalmologist
- Advice via County's AskSali email advice service



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Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Referral to external professionals through Single Service Request, for services
- Equipment and resources as recommended by the Sensory Support Team or Ophthalmologist. Take advice from specialist teams related to font style and size
- Individual Education Plan reviewed termly with Class Teacher or Education Health Care Plan assessment
- Use of a range of tried and tested/successful strategies within school by all adults.



Sensory Needs, Hearing Difficulties: Quality First Teaching (all pupils)

- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language — trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Repeat contributions from other children — their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Use visual symbols to support understanding

Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (pupil's back to the window is good)
- Gain pupil's attention before important information is given

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- A language programme such as 'Time to Talk' or 'Talking Partners' may support language development for a pupil with a hearing impairment by offering a quiet, small group forum

Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Referral to external services through Single Service request, such as: School Nurse, GP, Sensory Support Team.
- Equipment and resources as recommended by the Sensory Support Team or Audiologist
- Individual Education Plan reviewed termly with Class Teacher or Education Health Care Plan assessment
- Use of a range of tried and tested/successful strategies within school by all adults.



Sensory Needs, Physical Co-ordination: Quality First Teaching (all pupils)

- Consider organisation of classroom to allow free movement
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor — check chair heights
- Seated where there are minimal distractions e.g. away from windows and doors
- Ensure range of different pen/pencil grips is available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Equipment clearly labelled and kept in same place in class
- Teach pupil how to use planner, diary, lists to organize themselves as appropriate
- Allow additional time to complete tasks
- Allow access to lap-tops/tablets etc. & teach key board skills

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Targeted interventions (additional to/different from)

- Discussion with parent(s) / carer(s) and pupil to identify the difficulties.
- Desk should be at elbow height
- Positioned so pupil is able to view the teacher directly without turning the body — close enough to see and hear instructions
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Small groups or 1:1 using programmes such, handwriting activities (additional to usual provided for class) e.g. the 'Teodorescu — Write from the Start' programmes
- Support and teaching of keyboard skills
- Use of voice processor and associated teaching

Special Educational Need

- Discussion with parent(s) / carer(s) before pupil placed on the SEN List.
- Referral to external professional services through Single Service Request, such as Occupational or Physiotherapy services.
- Equipment, resources and programmes as recommended by the occupational or physiotherapy services
- Individuals targets reviewed termly with Class Teacher or Education Health Care Plan assessment
- Use of a range of tried and tested/successful strategies within school by all adults.



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