

Quality First Teaching Tips and Suggested Adaptations for Pupils with SEND

Subject Area: English

Reading

- Use texts which reflect interests, inc. non-fiction, particularly for boys.
- Use coloured overlays, reading rulers, line guides.
- Use peer, adult, or recorded audio support for texts.
- Pre-teach subject specific vocabulary.
- Use visual cues to aid recognition.
- Present text as clearly as possible. Highlight main points. Use bullet points.
- Use coloured/non-white paper and powerpoint/IWB screens.
- Use blue/red/green pens on whiteboards.
- Teach children to understand the 5 stages of a story structure. Explicitly teach keywords and their function in linking one idea to another.

Writing

- Use mind maps to collate ideas and word mats to supplement/support.
- Use a coloured dot to indicate where to start (green for start, red for stop).
- Use alternative tasks to writing, e.g. charts, labeled diagrams, matching activities. Use pair/group work.
- Limit written responses to key points only.
- Provide writing frames to aid organisation and recall of content as well as reduce written requirements.
- Provide visual reminders of writing needs and routines, e.g. check/add punctuation, b/d orientation, and underlining.
- Use Talking Tins or Dictaphone for pupil to record notes or make response.
- Provide text for reading as an alternative to copying tasks.
- Use lined or squared paper with deep spaces or large squares. Consider attaching paper to desk.
- Use ICT.
- Tools and equipment to be easily accessible, e.g. sharpened pencils, handled ruler, lined paper with large spacing (reduce writing), overlays, sloping surface, etc.
- Give a set time for writing and do not extend into playtime – pupils with SEND will need these breaks.

Spelling

- Use word banks on wall – in alphabetical order.
- Have alphabet strip/cue cards stuck to desk.
- Provide visual cued key word lists for task, topic and subject.
- Use word mats, word banks, personal wordbooks, dictionaries and spellcheckers.
- Develop accuracy with ‘Fred Fingers’/Dots and swipes/etc.
- Respond to pupil’s work in a positive way. Do not penalise for errors.
- Encourage children to practice spellings in multisensory ways as well as in context.

General

- Carefully seat pupil with SEND (near teacher, surround with good role models, away from distractions...)
- Use pupil's name and give eye contact before giving instructions, repeating key points. Ask the pupil to repeat the instructions. Abstract language may need to be explained.
- Have clear expectations for listening, talking, turn taking, sharing, waiting, working with others, starting, finishing etc.
- Minimise the amount of changes/disruptions (with quiet place to unwind/calm).
- Present instructions in small steps and provide visual reinforcement.
- Give examples of completed work so that pupil knows intended outcome or can parallel model.
- Give explicit work targets which are achievable and shared with pupil.
- Provide as many first-hand, "real", multi-sensory experiences as possible.
- Use a timer to measure and extend time on task
- Use Brain Breaks, finger exercises, mindfulness for relaxation, etc.
- Reduce homework to essential, manageable tasks. Work closely with home to share strategies.
- Allow pupil to scribble, draw, squeeze Blu-Tack whilst you talk – encourage highlighting, underlining (provide a seat/place for input time).
- Use 'post its' for questions and ideas rather than interrupt.
- Do a stop – 10 second count before hand up/speaking.
- Provide plenty of 'pack up and sort out' time, with visual checklists as required.
- Stay calm and clear if pupil's behaviour is poor. See behaviour policy for range of strategies.
- Offer lots of positive praise and encouragement.

Subject Area: Maths

Maths

- ICT to reinforce what has been taught: TT Rockstars, Numbots, Hit The Button, etc.
- Set out page for recording (Is the objective to set out the page or do the operation correctly?)
- Have examples of four operations visually represented.
- Use coloured pens for hundred/tens/units.
- Draw answers and processes.
- To support weak short-term memory in mental maths: whiteboards for jotting and extra time.
- Pupils to coach/explain to each other.
- Introduce mathematical language in structured, systematic way.
- Encourage structured use of squared paper: one square for a single digit.
- Provide lots of visual aids: ten frames, base ten pictures, place value charts, etc.
- Make maths multi-sensory – use concrete materials at all levels and ensure that they are used until you are sure that the pupil can manage without them.
- Check written work frequently so that errors can be dealt with while the pupil still remembers what the task was.

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