



ORCHARD  
—Community Trust—

# Quality First Teaching At Orchard Community Trust



Every teacher is a teacher of SEND.



# If a pupil in an Orchard Community Trust school needs some additional support, we will work together to explore reasons for this. This will include:

Keeping parents/carers involved and informed at all stages.



Recognising all efforts and achievements, at home and at school.

Consider asking parents to book a GP appointment to share concerns.



Listening to the pupil's voice, concerns and wishes.

Asking parents/carers to get vision and hearing checked.



Possibly make referrals to external agencies, such as Speech and Language, CAMHS or specialist teams.

# Quality First Teaching Communication and Interaction

**This area of need may include the following: social interaction and development; attention and listening; understanding language and communication; expressive language and communication; intelligibility; flexibility of thought.**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- May mispronounce certain sounds</li> <li>- Reluctance to speak in a group situation</li> <li>- Limited vocabulary</li> <li>- Difficulty completing lengthy tasks and remembering steps of instructions.</li> <li>- May take longer to retain new learning and use this independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Role model the correct way of saying the word or sound.</li> <li>- Encourage pupil to use visual support, including communication boards with signs or symbols.</li> <li>- Support with simple signing / Makaton.</li> <li>- Check that the pupil understands the question and has the vocabulary to answer.</li> <li>- Give a choice of answer, reducing the pressure to find the words independently.</li> <li>- Give instructions in chunks, broken down to manageable steps for the individual pupil.</li> <li>- Give extra time to complete tasks.</li> <li>- Pre-teach of vocabulary relating to the learning task.</li> <li>- Use the pupil's name before giving a specific instruction.</li> <li>- Appropriately differentiate written and spoken text to meet the pupil's individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention support through evidence based programs where progress can be carefully measured.</li> <li>- Referral to speech and language team using the Stoke on Trent pathways document.</li> <li>- Utilise outreach services available within the Orchard Community Trust.</li> </ul>

# Quality First Teaching Cognition and Learning

**This area of need may include the following: reading; phonics; recording; maths; attitude and approaches to learning; difficulty retaining information.**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- Poor fine motor skills leading to handwriting that is difficult to read.</li> <li>- Visual and auditory working memory may be poor, which will affect the ability to follow instructions, copy text, learn spellings or times tables.</li> <li>- Lack of organisation skills affects preparation for the lesson, engagement in the activity and task completion.</li> <li>- Learning tables and spellings can be affected by poor sequencing skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the school's phonics program to teach phonics and the reading of high frequency words.</li> <li>- Use appropriate benchmarking resources to interpret pupils' reading errors.</li> <li>- Provide pupils with the vocabulary needed prior to teaching. This can be through a communication board, knowledge organiser or vocabulary pre-teach.</li> <li>- Use differentiated, repetitive texts which focus on common words and words that are phonically decodable.</li> <li>- Identify mis-spelt high frequency words and use strategies to secure the spelling of these words.</li> <li>- Use writing frames to develop independence skills in writing.</li> <li>- Use visual support such as communication aids, phonics mats and vocabulary prompts.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete standardised testing in reading, phonics and spellings.</li> <li>- Provide additional intervention, such as switch on reading or additional phonic sessions.</li> <li>- Utilise outreach services available within the Orchard Community Trust.</li> </ul>

# Quality First Teaching Cognition and Learning

**This area of need may include the following: reading; phonics; recording; maths; attitude and approaches to learning.**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- Pupil may find learning practical elements easier than the academic skills.</li> <li>- Pupils may give good verbal contributions but will find recording these difficult.</li> <li>- Tasks may take longer to complete, or may remain incomplete.</li> <li>- Written vocabulary may be more restricted than the pupil's spoken vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Teach specific retrieval skills when reading, such as highlighting or underlining key information.</li> <li>- Use a visual communication aid to support words that are new or too difficult to read.</li> <li>- Encourage paired reading and listening to reading aloud to maintain a love of reading.</li> <li>- Encourage proof reading where the pupil is supported in identifying their own errors and correcting them.</li> <li>- Offer alternative ways to represent information, such as storyboards, writing frames, sequencing activities.</li> <li>- Provide a multi-sensory approach to learning spellings.</li> <li>- Provide a word bank, with supporting visual aids, to support independent writing.</li> </ul>	

# Quality First Teaching Cognition and Learning

**This area of need may include the following: memory, organisation and concentration difficulties**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- Poor working memory may mean that the pupil is not able to apply new learning as quickly as peers</li> <li>- Pupil may struggle to follow instructions containing multiple steps.</li> <li>- Frustration around not understanding the instruction may affect the pupils retention of new learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning is delivered in small steps, where the sequence of steps is regularly reviewed. This could be supported by visual aids such as a visual timetable or success criteria.</li> <li>- Use pre and post teach regularly and consistently for overlearning.</li> <li>- Provide visual aids / communication boards to support retaining new vocabulary.</li> <li>- To secure understanding ask the pupil to repeat the instruction back to the adult.</li> <li>- Gradually build up the steps within an instruction, working towards 3 or 4 step instructions.</li> <li>- Encourage pupil to use the learning environment as visual aids for learning.</li> <li>- Use specific time frames to support task completion, ensuring that the time allocated is achievable.</li> <li>- Use name before instruction to ensure that the pupils is focused on the speaker, with an expectation for the pupil to repeat the instruction back.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the use of memory games within learning activities, such as during pre and post teaching.</li> <li>- Utilise outreach services available within the Orchard Community Trust.</li> </ul>

# Quality First Teaching Cognition and Learning

**This area of need may include the following: memory, organisation and concentration difficulties**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- Poor concentration can lead to fidgeting, daydreaming, need for break out time or partial completion of given tasks.</li> <li>- Organisational difficulties can mean that the pupils is not ready for learning, for example no book bag or equipment for the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that the pupil’s working environment is free of avoidable distraction (i.e. not sitting near a high transition area) and the pupil is positioned near to the teacher where good eye contact can be achieved.</li> <li>- Provide brain break throughout lessons, according to the need of the pupils.</li> <li>- Consider the grouping of pupils where more able can be used as role models.</li> <li>- Provide visual support for pupils daily routine, such as arrival to school or end of the day.</li> <li>- Have clear classroom routines including now and next boards when appropriate.</li> <li>- Give sufficient time for task completion, with increased access to practical activities and resources.</li> </ul>	

# Quality First Teaching Social, Emotional and Mental Health

**This area of need may include the following: social development; emotional development and mental health; self-regulation**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- Pupils may find it difficult to concentrate effectively, which may lead to disruption within the learning environment.</li> <li>- Behaviours observed could include low self-esteem, withdrawal, uncooperation or aggression.</li> <li>- Pupil may avoid learning, for example through frequent toilet requests.</li> <li>- Frequently disturbing lessons and teaching, demanding excessive attention from the adults in the room.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the school behaviour policy to ensure consistency.</li> <li>- Ensure that any reasonable adjustments to the behaviour policy are detailed in an individual behaviour plan.</li> <li>- Share any adjustments to the behaviour policy with all adults working with the pupil.</li> <li>- Ensure that all tasks facilitate a stretch and challenge approach, with scaffolding for learning where necessary.</li> <li>- Reasonable adjustments should be made to provide de-escalation strategies personalised to the pupil. This may include a quiet space within the classroom where pupils can calm.</li> <li>- Record any serious incidents using ABC charts to enable identification of patterns or triggers.</li> <li>- Build self esteem through increasing responsibilities for individual pupils.</li> <li>- Develop a whole class caring ethos incorporating growth mindset strategies.</li> <li>- Incorporate calming activities, such as breathing techniques, into everyday lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent use of ABC record charts to identify triggers or patterns.</li> <li>- Complete a Boxall profile.</li> <li>- Ensure the child has a individual behaviour plan.</li> <li>- Utilise outreach services available within the Orchard Community Trust.</li> </ul>

# Quality First Teaching Social, Emotional and Mental Health

**This area of need may include the following: social development; emotional development and mental health; self-regulation**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
	<ul style="list-style-type: none"> <li>- Model vocabulary used to express emotions.</li> <li>- Provide the pupil with protected time to work with their peers, on achievable activities supporting task completion.</li> <li>- Model the use of feelings vocabulary through everyday interactions, direct teaching and circle time sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Support pupils through personalised plans such as the 5 point scale or zone of regulation displays.</li> <li>- Use an evidence based resource to develop social skills, confidence or friendships.</li> </ul>

# Quality First Teaching Sensory and Physical Needs

**This area of need may include the following: visual impairment; hearing impairment; fine motor development; gross motor development; energy levels; sensory/perception; social and emotional.**

What barriers to learning might look like.	What actions will the school take to support.	What the next steps might be.
<ul style="list-style-type: none"> <li>- Pupil may have difficulties with fine motor skills, affecting developmental skills such as handwriting, scissor use and self help.</li> <li>- Pupil may have difficulties with gross motor skills, affecting mobility and balance.</li> <li>- Hearing loss could range from mild to profound. Pupils may wear a hearing aid or cochlear implant.</li> <li>- Pupils with a visual impairment could range from mild loss to severe. Pupils may need to wear glasses of varying strength or use supporting aids.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop fine and gross motor skills through physical activity and access to practice activities.</li> <li>- Ensure pupil has a comfortable pencil grip, using alternative writing implements to support.</li> <li>- Support pupils with vision or hearing loss to use their equipment correctly.</li> <li>- Use deaf awareness strategies to support access to learning.</li> <li>- Consider using Makaton or BSL depending on the needs of the pupil.</li> <li>- Increase the font size of print for pupils with a visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>- Include pupil in an evidence based intervention such as dough disco, write from the start, squiggle while you wiggle.</li> <li>- Referral to occupational therapy services.</li> <li>- Support parents in requesting a physiotherapy referral through the GP.</li> <li>- Work alongside the Hearing Impaired service teachers of the deaf.</li> <li>- Work alongside the Visual impairment team.</li> <li>- Utilise outreach services available within the Orchard Community Trust.</li> </ul>