

Quality First Teaching – 4 Areas of SEND and Maths Specific

Communication and Interaction	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> • '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 or agreed cue used to gain individual's attention – and before giving instructions • Instructions broken down into manageable chunks and given in the order they are to be done • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g., thumbs up) • Talking partners or similar 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 work station if needed • Use of visual timetables • Minimise use of abstract language 	<ul style="list-style-type: none"> • Ensure links to prior learning are implicitly made • Give access to a wide range of practical resources • Ensure key learning points are reviewed regularly throughout the lesson • Ensure understanding of mathematical vocabulary. Are learners using the correct language? • Provide a talking partner for pupils to share/explain their mathematical thinking • Give lots of thinking time • Present tasks in a meaningful context • Use of 'Guided Reasoning' in order to understand and answers problems. • Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary/ideas e.g. symbols, pictures, concrete apparatus, CPA approach at all times. • 'Working walls' to develop understanding of new vocabulary and to display taught methods. • Parents advised of new vocabulary/newly taught methods so they can be reinforced at home • Checklist for methods taught so children know what sequence to complete the method (with visual cues where needed).

<ul style="list-style-type: none"> • Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school 	
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Cognition and Learning	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> • 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • Use IT programs and apps. to reinforce and revise what has been taught • Coloured paper for worksheets and coloured background on smart board (beige) • Diagrams and pictures to add meaning alongside problems - give lessons context • Additional time to complete tasks if necessary • Teach and model memory techniques • Minimise copying from the board – provide copies for pupil if necessary 	<ul style="list-style-type: none"> • Ensure links to prior learning are implicitly made • Give access to a wide range of practical resources • Ensure key learning points are reviewed regularly throughout the lesson • Ensure understanding of mathematical vocabulary. Are learners using the correct language? • 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 visuals/checklists and model this • Give a wide range of contexts for pupils to apply their learning • Give opportunities for pupils to check their solutions using a range of methods

	<ul style="list-style-type: none"> • Don't rush into abstract and formal written work before understanding is secure. Must be secure with concrete and pictorial first. • Be prepared to explore, repeat and rehearse steps again and again to ensure it has been understood • Use squared paper – one digit per square
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> • 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 emphasize positives in front of other pupils and staff (where appropriate) • Give the pupil a classroom responsibility to raise self-esteem • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency • Play calming music where appropriate • Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Make expectations for behaviour explicit by giving clear targets, explanations and modelling 	<ul style="list-style-type: none"> • Give children praise – tackle any negative feeling children may have towards maths/they may have inherited from parents towards maths. • Build confidence in the pupil's maths ability – celebrate all achievements no matter how small. • Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, • Ensure that equipment/resources are easily accessible and available for use. • Ensure children know what to do when they have completed the set work • Give children time to complete homework if they haven't done this at home • Provide time in the day for TT Rockstars practise when needed.

- 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, praise, praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Give a set time for written work
- 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
- Listen to the pupil, giving them an opportunity to explain their behaviours.
- Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
- 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
- Communicate positive achievements – no matter how small – with home and encourage home to do the

<p>same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet</p> <ul style="list-style-type: none"> • Use Social stories when appropriate. 	
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Sensory Needs	
Quality First Teaching Strategies	Maths Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> • Give as many first hand 'real' multi-sensory experiences as possible. • 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 – which is most comfortable? • Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this) • Take advice from specialist teams related to font style and size • Short spells of visual activity should be interspersed with less demanding activities • Always use verbal explanations when demonstrating to the class. • Read out aloud as you write on the board • Address the pupil by name to get their attention 	<ul style="list-style-type: none"> • Ensure work is printed large enough and clear enough for the pupil to see, especially problems. • Ensure there's time to 'play' with an discover equipment prior to the lesson • Ensure resources are large enough for the equipment and large enough to be seen e.g. tens frame, place value charts, part part wholes, etc • Work is printed for the children and no copying from the board is required • Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc. • Equipment clearly labelled and kept in same place in class. • Support children in organising their equipment and resources and ensure they have resource mats such as tens frames to help with organisation.

- Avoid standing in front of windows – your 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.

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- 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
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks

- Use visual symbols to support understanding

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- 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 Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Encourage oral presentations as an alternative to some written work
- 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
- 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
- Allow additional time to complete tasks
- Allow access to lap-tops/tablets etc.

