

'Quality First Teaching for all' at Lyppard Grange Primary School



At Lyppard Grange Primary School that all children, including those identified as having 'special educational needs or disabilities' have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. In order to achieve this, we implement a high-quality, inclusive curriculum for all, through the use of our identified 'Quality First Teaching' Strategies.

What is 'Quality First Teaching'?

At Lyppard Grange we believe that High quality, inclusive teaching ensures that planning and implementation meets the needs of **all pupils**, and builds in high expectations for **all pupils, including those with SEN**. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate learners which ensure good pupil progress"

In order to achieve this we offer all children:

- A Child centred ethos
- Key information that is presented to children clearly and in a way that suits the variety of learning style
- Flexible and varied groupings within whole class teaching e.g. – ability, mixed ability, supportive pairing
- Opportunities to repeat, refine and practice new skills until they become embedded into a child's long-term memory.
- Detailed differentiated planning that makes use of accessible learning objectives and success criteria
- Adult support that is planned and used to maximise learning and promote independence
- Continual checks of their understanding at a whole class, small group and individual level and act accordingly
- Opportunities to demonstrate understanding in a variety of different ways.
- Regular reviews of individual attainment within day-to-day teaching and through, termly PLP reviews and Pupil Progress meetings

What is 'Quality First Teaching for children with SEND'?

The SEND Code of Practice States that:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

At Lyppard Grange Primary we make use of 'Quality First Teaching Strategies' based on the 4 areas of need outline in the SEND Code of Practice. These are embedded into day-to day teaching and learning strategies to support and engage children with SEND but are strategies we believe will enrich the learning for all.

Quality First Teaching Strategies used to support the development of Communication and Interaction Skills

- Names are used to cue children in
- Waiting time is provided allowing time for process and responses
- Instructions are given in small chunks with visual clues and in order
- Modelling of good interaction and communication methods
- Modelling good pronunciation
- Use of a range of different instructions and task boards
- Visual timetable on display
- Knowledge of preferred communication techniques – signing, pictorial or written opportunities to communicate ideas
- Use of talk partners
- Targeted questioning
- Access to a safe space
- Routine firmly embedded to promote independence

Quality First Teaching Strategies used to support the development of Cognition and Learning Skills

- Planning and resources are differentiated to attainable levels for all.
- Interactive Boards are used to display learning - backgrounds are coloured
- Tasks are modelled
- Visual prompts available including drawings, diagrams and modelled writing.
- Resources are organised, clearly labelled and accessible.
- Learning toolkits available – including concrete maths resources, phonics resources and common exception and topic word mats
- Flexible interventions during the lesson
- Verbal feedback given during and as a follow up to the lesson
- Immediate interventions built into planning for the following day
- Possible misconceptions are identified in the planning process
- Specific teaching of key vocabulary
- Key learning points are reviewed during and after the lesson
- Regular links are made to prior learning
- Whole class reading – All children are able to access high quality texts.
- Range of reading strategies used including teacher reading to child, child to child, line by line and choral reading.
- Repetition of key learning

Quality First Teaching Strategies used to support social, emotional and mental wellbeing.

- I wish you knew boxes in each class (Y2-6) – checked by adults daily
- Worry monsters in EYFS and Y1- checked by adults daily
- Interactive emotion display in each classroom
- Teaching of emotional and mental health embedded into the curriculum – through whole school assemblies, whole class PSHCE lessons and circle time

- Resources and reminders of taught strategies to help them re-regulate their emotions are easily accessible both in classrooms and nurture base
- Regular whole class brain breaks (supermovers) and mindfulness
- Access to the nurture based and specialist staff
- All staff in school are trauma trained
- All Teaching Assistants are trained in using sand play, emotion cards and big empathy drawing
- Positive behaviour Policy - rooted in praise, positivity and reflection time
- Supportive zone board
- Classroom rules – rooted in positivity and respect for others

Quality First Teaching Strategies used to support the inclusion of children with physical or sensory difficulties.

- Visual timetable on display
- Regular whole class brain breaks (supermovers) and mindfulness
- Opportunities rest and refocus
- Responding to environmental needs on a daily basis
- Individualised equipment and activities when required
- Different ways of recording work on offer
- Consideration given to classroom and school accessibility
- Consideration given to seating / classroom organisation
- Access to the nurture base
- Access to sensory play – sand, water, playdoh and forest school

These quality First Teaching Strategies were developed by Teaching Staff on 13th October 2021. They can be adjusted or added to at any point during the school year but will be reviewed and amended by all on an annual basis.

Quality First Teaching Strategies Revised: 01.11.2021

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