



What is Quality First Teaching (QFT)?

What do we offer at Cotmanhay?



- Learning outcomes are shared at the start of every lesson
- Variety of teaching styles to ensure all children are included
- Pre teaching may occur so all children can access the tasks
- Children know what they are learning
- Children are encouraged to recall previous learning too reinforced through working walls, floor books
- Calming, educationally rich classrooms (with an awareness of sensory challenges e.g.: noise/light)
- Calm, welcoming environments
- Emotionally supportive staff
- Wide range of resources – carefully selected to support learning tasks
- Appropriate seating arrangements for children so that they remain “on task”
- Clear, consistent rewards, rules and sanctions
- Individual, personalised incentives for children to maintain motivation
- Effective experiences and TA support
- Good teamwork between classroom adults
- Promotion of resilience/independent skills – refer to Zones of Regulation (ZOR) on a continual basis
- Assessments are regular, purposeful and next steps are identified
- Feedback is often given with the children and next steps set
- Collaborative and paired work
- Visual cues, scaffolding and modelling
- Staff aware of all children’s individual targets and progress and working closely with parents – sharing learning experiences regularly
- Quality resources (including good quality print and photocopying)



Social, Emotional and Mental Health

In class/setting

- Quality first teaching
- Zones of Regulation to support curriculum for Emotional Regulation
- PSHE Curriculum – Jigsaw embedded, access to PSED soft toys/characters and Worry Paws cat
- Whole school ethos promotes resilience, self-esteem and growth mindset
- Active teaching of relaxation strategies and resources to support this
- Pupil responsibilities/tasks in each class
- Enrichment activities
- Successful relationships developed with families
- Effective use of Dojo
- Provision of funded breakfast club
- Providing breakfast as necessary to individuals
- Additional support from agencies/specialists e.g.: COMPASS
- Staff CPD
- Celebration opportunities
- Golden Time



More specialist support

- SENDCO supports individual children (identified by class teacher or parental request)
- Busy Bee room to provide strategies to improve self-regulation (eventually this is transferred to mainstream class)
- Sports Leader takes children on 1:1 basis to provide self-esteem/self-regulation
- Counsellor to provide talk time on a weekly basis
- Family Support Worker signposts families to specific services e.g.: Compass, Beyond Behaviours, Solihull Programme
- Mental Health Lead in school
- Attendance Welfare Officer
- Meet and greet for individuals
- Referral to ISAS
- Now/next boards
- Attention Autism
- Behaviour charts (personalised)

Communication and Interaction

In class/setting

- Quality first teaching
- Communication in print
- Word banks linked to each subject
- Short, sharp instructions backed up by repetition/visuals
- Differentiated curriculum
- Working walls (that children and staff use)
- Use of songs for routines
- Modelling/scaffolding
- Visual timetables
- Targeted support from TA's
- ICT to support learning
- Opportunities for whole class e.g.: Jigsaw/Circle Time
- High quality, consistent phonics scheme
- Seamless approach across school
- All staff using the same language
- "Maths talk" fully implemented
- Spontaneous show and tell
- Celebration opportunities
- Sentence stems used in many lessons
- Opportunities for turn taking in conversation

More specialist support

- Attention Autism
- SALT referral/plan and Speech Leader
- Busy Bee Room
- ASC strategies such as countdown spots/now and then boards
- Communication books
- Gestures/signing (Makaton)
- Bespoke provision/timetables
- ECAT identification
- Speech Link
- Communication in print
- SENDCO provision – selective mutism
- EP specialist support
- Colourful Semantics
- Sealed pot/copy box (links to Intensive Interaction)



Physical / Sensory

In class/setting

- Quality first teaching
- Strategic seating
- Sensory breaks for all including Go Noodle, yoga
- Hessian walls/displays – more calming (sensory friendly)
- Dyslexia strategies such as slopey board, buff paper/pencil grips/colour overlay
- Dough Disco/Kinetic sand
- Tweezer work/threading
- Targeted support by TA
- Keyboard skills
- Individual sensory diet for identified children
- Quiet zones/areas – soft blankets/toys in book areas
- Dough Disco

More specialist support

- Therabands to support good sitting on chair
- Sports Leader 1:1 or small groups – sensory break
- Wobble cushions/weighted blankets
- Slopey boards for writing
- Risk assessments for individuals when needed e.g.: wheelchair user
- Ear defenders/chewy toys/fidget/poppet toys and any other resources necessary
- Workstation (quieter area)
- Involve Physio, OT, PI Team
- Active Hands Achieving Hands programme
- Additional playtime (quieter environment)
- Clicker 8 programme
- Magnifiers



Cognition and Learning

In class/setting

- Quality first teaching
- Working walls to support learning
- Consistent use of language used across classes
- Visual timetables
- Repetition and reinforcement activities
- Consistent use of positive language
- Pre-teach vocabulary and key concepts
- Refer back to previous learning when introducing new outcomes
- Flexible grouping
- Peer support
- Personalised feedback is given
- Wide range of resources but streamlined for the lessons
- TA support in classes
- Teacher awareness of each pupil and their targets
- Individual copies of resources
- Paired and collaborative work
- Calm environment
- Clear/simple instructions (simplified and repeated)
- Multi-sensory approach
- Staff to allow pupils extra time to process
- Tasks are time limited with breaks when necessary (high expectation)
- Aids to support writing such as writing frames/graphite pencils

The support on offer to a handful of individuals in each class is vast – here are just *some* of our interventions/strategies

More specialist support

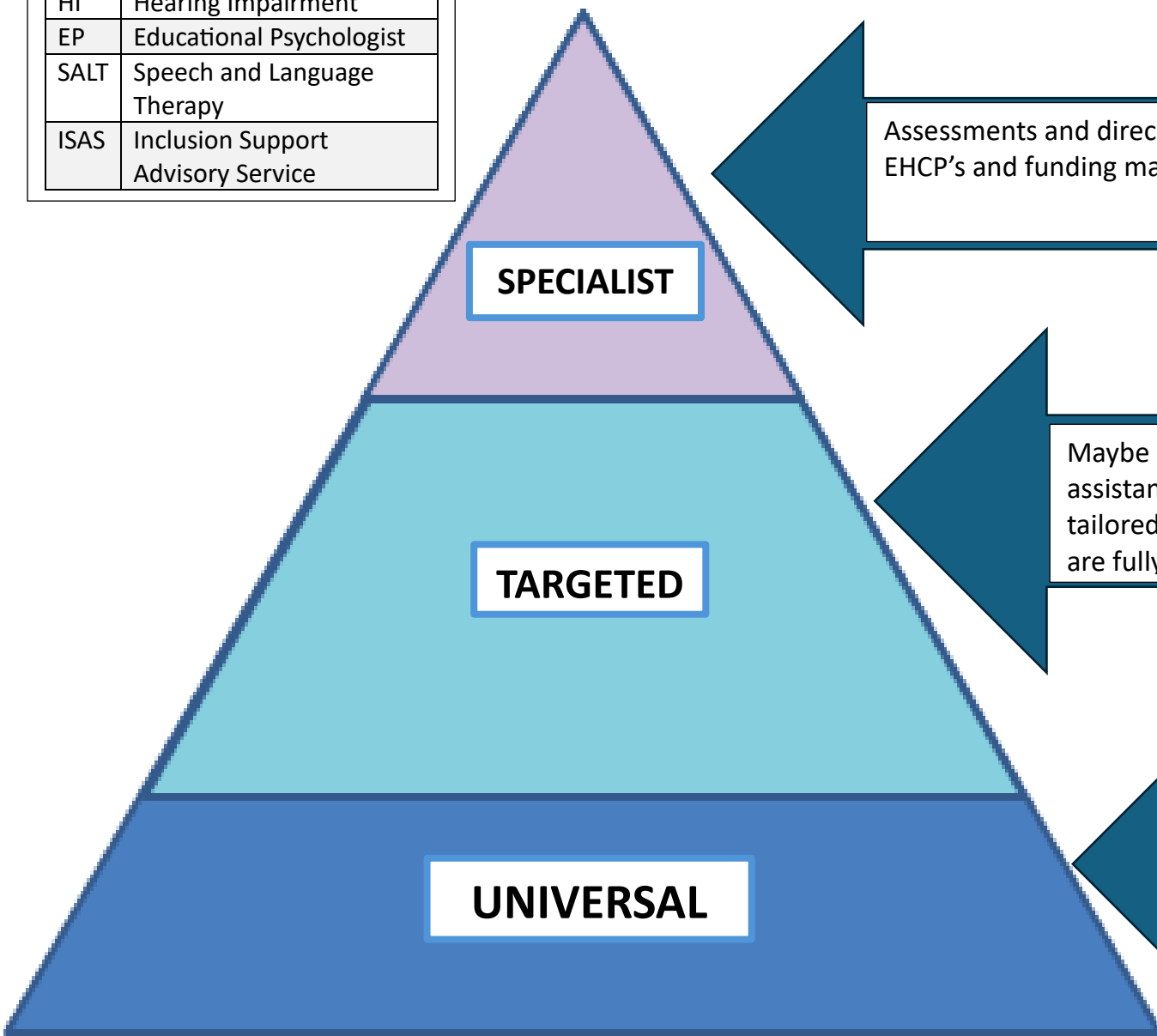
- Target readers read 1:1 to an adult 3 times a week
- Additional handwriting in smaller groups with adapted resources
- Visual aids, grapheme mats, photos to support learning- class staff model/scaffold
- Individual workstations
- Rephrase/repeat and give visual cues for instructions or new vocabulary
- Follow up work on the same day with misconceptions
- Modelling the work step by step
- Children with targets on their SEN Support Plan have additional target time
- Additional letters and sounds – adapted resources/kinaesthetic approach



What support is on offer?

Who are the specialists?

OT	Occupational Therapy
PI	Physical Impairment
VI	Visual Impairment
HI	Hearing Impairment
EP	Educational Psychologist
SALT	Speech and Language Therapy
ISAS	Inclusion Support Advisory Service



Assessments and direct work with specialists like EP. EHCP's and funding may be sought.

Maybe small group intervention, extra staff assistance, technology to support learning and other tailored provision to meet their needs so all children are fully included.

Services are available and families can expect to access without needing any extra SEND resources. Universal services would make reasonable adjustments to accommodate children with SEND.