

Universal High Quality Teaching Approaches



Communication & Interaction	Cognition & Learning	Social, Emotional and or Mental Health Needs	Sensory and / or Physical Needs
<ul style="list-style-type: none"> • Visual timetables • Outcomes modelled and demonstrated – steps to success • Clear classroom organisation and structures • Clear unambiguous use of language – reducing cognitive load • Opportunities to work independently without interruption • Time provided for pupils to process language • Clear and simple instructions • Collaborative working opportunities - talk partners • Chunking learning into small parts to support focus and attention. • Reinforcing concepts taught – through our spiral curriculum, as well as strategies such as pre-teach and post-teach. <p>Resources to support: practical resources and manipulatives, visual prompts, now and next, sound/ word mats, vocabulary cards, speaking frames, social stories</p> <p>Targeted Screening tools: SCD toolkit & questionnaire</p> <p>Specialist Diagnostic assessments and support: Words First Speech & Language, Community Paediatrics</p> <p>SLCN Padlet Autism Padlet</p>	<ul style="list-style-type: none"> • Flexible groupings • Metacognitive strategies • Explicit instruction – clear steps, examples/non examples, precise language, plan for misconceptions, highlight essential content, removing distracting information • Use of technology • Scaffolding • Chunking learning • Adapted curriculum • Accessible reading books/Get Epic • Present knowledge in a variety of ways • Assessment for learning concepts- children are aware of the next steps in learning and how to achieve them • Personalised learning aids - word banks, number lines etc. • Collaborative working opportunities • Repetition and reinforcement of skills • Teaching adapted to a range of learning preferences - multi-sensory • Methods to summarise and highlight key teaching points • Questions differentiated to level of understanding and emotional needs • Interactive learning opportunities <p>Resources to support: practical resources and manipulatives, visual prompts, now and next, sound/ word mats, vocabulary cards, speaking frames, coloured reading overlays, chair, work station, quiet space</p> <p>Targeted Screening tools: Dyslexic screening tool</p> <p>Specialist Diagnostic assessments and support: Words First, Educational Psychologist, Community Paediatrics</p> <p>SpLD Padlet EAL (padlet.org)</p>	<ul style="list-style-type: none"> • Zones of Regulation • Tactile sensory objects to calm students • Daily three times of Mindfulness • Daily reflection • Interactive / active learning opportunities • Time out / quiet time arrangement • Understanding of methods to motivate a range of learners – praise, reward, books • Recognition of any sensory needs and appropriate adjustments made • Positive regular communication with parents • Clear rewards and sanctions • Consistent use of positive language • Range of opportunities to support social and emotional development – modelling • Behaviour support plan • Clear and understood behaviour policy • Jigsaw curriculum <p>Resources to support: Personalised Zones of Regulation, fiddle toy, Now and Next board, visual prompts, traffic light, ear defenders, positivity book</p> <p>Targeted Screening tools: Boxhall Profile, Vanderbilt Scale, ADHD School Report Form</p> <p>Specialist Diagnostic assessments and support: Educational Psychologist, CAMHs, Community Paediatrics</p> <p>SEMh Padlet</p>	<ul style="list-style-type: none"> • Environmental adaptations to suit cohort or individual pupils • Access to equipment to ensure mobility • Awareness of seating positions to take into account sensory difficulty • Adaptations of resources to ensure accessibility • Access to developmentally appropriate materials and resources • Adaptations to presentation of learning - chunking • Effective use of resources and technology • Movement breaks • Interactive / active learning opportunities • Calm down boxes in all classrooms • Access to a play tent in some classrooms <p>Resources to support: chair, work station, quiet space, ear defenders, chewellery, fiddle toy, wobble cushion, weighted blanket, writing slopes, pencil grips, ergonomic pencils, triangular pencils, foot rest, Peace Garden/sensory room, trampoline, soft play equipment</p> <p>Targeted Screening tools: Sensory checklist</p> <p>Specialist Diagnostic assessments and support: Occupational Therapist, Sensory Impairment Team, Community Paediatrics</p>

Targeted Interventions

Communication & Interaction	Cognition & Learning	Social, Emotional and or Mental Health Needs	Sensory and / or Physical Needs
<ul style="list-style-type: none"> • Lego Therapy • Social Skills • Speech and Language • Bucket Time • NELI • Talking Tables • Colourful Semantics • Word Walk • Language for Thinking • Blanks Questioning 	<ul style="list-style-type: none"> • Phonics Catch up • Phonics Keep up • 1:1 Reading • Writing • Same day Maths intervention • Ready to Progress interventions 	<ul style="list-style-type: none"> • Drawing & Talking Therapy • Lego Therapy • Social Skills • Zones of Regulation • Emotional Regulation Workshops • Learning Mentor support 	<ul style="list-style-type: none"> • Sensory Circuits • Fine Motor Skills • Sensory movement breaks • Handwriting

Specialist Interventions

Communication & Interaction	Cognition & Learning	Social, Emotional and or Mental Health Needs	Sensory and / or Physical Needs
<ul style="list-style-type: none"> • Words First Speech & Language • NHS Community Speech and Language • Cherry Garden School Outreach Service 	<ul style="list-style-type: none"> • Autism Support Team (AST) • Educational Psychologist (EP) • Southwark Education, Learning and Achievement (SELA) 	<ul style="list-style-type: none"> • School Nursing Team • Groundwork Neurodivergent Social Skills Support • CAMHs • Yoga • Kids Network • CGL • Young Carers • Summerhouse Behaviour Support Team / Outreach Service • Kooth • Family Early Help 	<ul style="list-style-type: none"> • Sensory Hearing and Vision Teams • Occupational Therapy
<ul style="list-style-type: none"> ➤ Early Years Advisory Team ➤ Inclusion Support Advisory Team ➤ Educational Psychologist (EP) ➤ Southwark Information Advice and Support (SIAS) 			