

Quality First Inclusive Teaching

Clear rules, routines and expectations (high empathy, high guidance) & strategic praise (catch them 'doing good')

Visual timetable and warnings of change (e.g. 'Now & Next' boards)

KISS (Keep It Short and Simple) and say what you mean (beware idioms)

Use of repetition, focus on key learning, over-learning, chunking, visualisation, mind maps, word banks, storyboards, modelling, scaffolding

Use of task/success criteria checklists - used as a way of asking for help

Seating plans – ask children where they learn best
e.g. (a child with: Dyslexia– near the board; Attachment Disorder – back/front of room)

Visual, concrete cues wherever possible (could be symbols or writing) and hands-on activities/resources

Less is more with displays (20%-50% of clear wall space)
Avoid distractions (windows/noise)

Dyslexia-friendly font & light blue/purple/buff background on all PPTs

Use of timers (take-up time/task time)
Planned movement breaks (this could include giving jobs to allow movement)

Wondering aloud: "I'm wondering if you're feeling angry and that's why x happened...?"
Moving the cross child on: "Come on let's go and help carry the books...."

Plan for micro & macro transitions (calming activity before/after transition e.g. sorting, jigsaw, pattern completion, calm space in room, focus table...)

