

Classroom Environment



- ✦ Think inclusion, built in not bolted on
- ✦ Equity for all pupils
- ✦ Unconditional positive regard
- ✦ Foster a sense of belonging
- ✦ Create a positive environment for all – relationships are key in a positive behaviour approach
- ✦ Fair and consistent boundaries
- ✦ Build a holistic understanding of each pupil
- ✦ Cognitive science principles and metacognition
- ✦ Flexible grouping
- ✦ Scaffolding – key knowledge and enable success
- ✦ Teacher intervene with key focus groups
- ✦ LSA/TA support is carefully planned
- ✦ Scaffolding model, aim for independence

QFT basics for delivery:

- ✦ IWB - not white on black
- ✦ Ppt not crowded and use dual coding
- ✦ Dyslexic friendly font, e.g. Lexie readable
- ✦ Visual timetable whole class for day/half day/lesson
- ✦ Needs of pupils determines seating plan e.g. at front/side
- ✦ Support with homework



Cognition and Learning



- ✦ Modelling - I do/ We do / You do
- ✦ Pre teach / Explicit teaching of vocabulary – syllables, phonetic patterns, prefixes, suffixes and morphology
- ✦ Everyone talks before writing
- ✦ “Right to pass” for all, for reading aloud
- ✦ Peer work and group work
- ✦ Access to text and support to record
- ✦ Alternative ways to record learning e.g. mind maps
- ✦ Use of assistive technology – text- speech
- ✦ Additional time to complete tasks – not break/lunch

Communication and Interaction



- ✦ Explicit instruction, reduce teacher talk
- ✦ Support teacher talk with visuals, dual coding
- ✦ Do not rephrase instructions (cognitive load)
- ✦ Instructions provided visually and in short steps
- ✦ Individual timetables, colour coded per subject
- ✦ Paired work/talk partners
- ✦ Social stories

Sensory and/or Physical



- ✦ Adapt the environment for equity
- ✦ Visual support resources e.g. enlarged/ visualiser
- ✦ Amended font size, coloured paper or overlay
- ✦ Hearing support equipment
- ✦ Sensory adaptations with explicit instructions for appropriate use, e.g. discreet chew
- ✦ Writing equipment e.g. ergonomic pens
- ✦ Flexible sensory and movement breaks, timetabled if required – understand ADHD and adrenalin seeking

Social, Emotional and Mental Health



- ✦ Trauma informed approach – Emotion coaching
- ✦ Demand avoidant “I wonder” language
- ✦ Controlled choice of 2 activities
- ✦ Personalised communication plan, co-constructed
- ✦ Expected/unexpected behaviours list
- ✦ Time out / HUB cards
- ✦ Individual 5 point scale
- ✦ Social stories
- ✦ Trusted key adult to share concerns
- ✦ Meet and Greet