

**Newburgh**

**Primary School**

**Quality First Teaching**

**5 Step Approach & Provision Map**

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|  | **STEP 1**  **Quality First Teaching**  **(examples not an exhaustive list)** | **STEP 2**  **Interventions** | **STEP 3**  **Review** | **STEP 4**  **Involvement of Outside Agencies** | **STEP 5**  **Request for Formal Assessment** |
| **COMMUNICATION & LANGUAGE** | * Work planned for all and adapted as needed * A clear structure and routine, including a class visual timetable * Ensure you have the child’s attention before giving an instruction – use the child’s name to cue them in * Give simple instructions one at a time, using clear specific language * Chunk longer instructions into smaller segments * Always check understanding * Repeat and/or adapt instructions as necessary * Repeat and explain new vocabulary * Create opportunities for high quality communication * Use visual cues and prompts to support and scaffold * Use of task management / now and next boards * Access to class TA * Use of working walls and scaffolds * Reactive and responsive teaching * Reduced / targeted language * Use of classroom environment, such as any quieter areas * Allow additional processing time * Use of fiddle toys where appropriate * Use of learning breaks when needed * Use of IT to support * Access to physical resources to support such as pencil grips, coloured overlays and wheelchairs | * Race to English * Lego Therapy | Steps 1 and 2 have been carried out and IEPs and targets are reviewed half termly | * SALT * SENDSupported – Katie Townsend * EP – Claire Benthall, Charlotte May * GP * CAMHS / Neuro Team * Specialist Visual Impairment Teacher – Helen Newman * Specialist Audio Impairment Teacher - Hannah | Leading to Step 5 there will have been significant involvement and input from outside agencies. There will also be evidence of the graduated approach over a period of time. |
| **COGNITION & LEARNING** | * Precision teaching * Sounds Write Phonics Extended Code * Reading for accuracy, fluency and understanding * RWI review and consolidation * 4 operations work * Times tables | * SENDSupported – * EP |
| **SOCIAL, EMOTIONAL AND MENTAL HEALTH** | * Mentoring * Social stories * Social games * Lego Therapy * School Counselling * Listening ear * Play Therapy | * CAMHS / Neuro Team * RISE * GP * SENDSupported - Leonie Berry * School Nursing Team * Counsellor * Listening Ear * Equine Therapy |
| **SENSORY & PHYSICAL** | * Ear defenders * Fine motor skills * OT and physio programmes | * SENDSupported – Clare Viney * GP * Specialist Teachers for hearing or visual impairment * OT * Physio * GP |