



# DOG KENNEL HILL PRIMARY SCHOOL

## Universal High Quality Teaching Approaches



Communication and Interaction	Cognition and Learning	Social, Emotional and or Mental Health Needs	Sensory and/ or Physical Needs
<ul style="list-style-type: none"> <li>• Class visual timetable- preempt and discuss changes</li> <li>• Classroom labels</li> <li>• Model write/ calculations</li> <li>• Stem sentences</li> <li>• Collaborative work- talk partners</li> <li>• Manipulatives and visuals in Maths</li> <li>• Clear unambiguous use of language</li> <li>• Vocabulary introductions</li> <li>• Opportunities to work independently without interruption</li> <li>• Time provided for pupils to process language</li> <li>• Clear and simple instructions</li> <li>• Chunking learning into small parts to support focus and attention</li> <li>• Pre-teach/re-teach</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible groupings</li> <li>• Metacognitive strategies</li> <li>• Explicit instruction – clear steps, examples/non examples, precise language, plan for misconceptions, highlight essential content, removing distracting information</li> <li>• Use of technology</li> <li>• Scaffolding</li> <li>• Chunking learning</li> <li>• Differentiated curriculum</li> <li>• Accessible reading books</li> <li>• Present knowledge in a variety of ways</li> <li>• Assessment for learning concepts- children are aware of the next steps</li> </ul>	<ul style="list-style-type: none"> <li>• The Nest: Mental Health &amp; resilience 101 workshops</li> <li>• Mental Health assemblies</li> <li>• Awareness Days: Hello Yellow</li> <li>• The Nest: Whole School trauma informed practices training</li> <li>• The Nest: Coffee Mornings</li> <li>• Zones of Regulation</li> <li>• Worry Boxes</li> <li>• Lunch Time Peace Club</li> <li>• Pupil roles and responsibilities</li> <li>• Sensory objects</li> <li>• Mindfulness activities</li> <li>• Time out / quiet time arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• Class movement breaks</li> <li>• Awareness of seating positions to take into account sensory difficulty</li> <li>• Adaptations of resources to ensure accessibility</li> <li>• Access to developmentally appropriate materials and resources</li> <li>• Adaptations to presentation of learning - chunking</li> <li>• Effective use of resources and technology</li> </ul> <p><b>Resources to support:</b></p> <ul style="list-style-type: none"> <li>• Sensory Room</li> <li>• Move and sit cushions</li> <li>• Chair elastic bands</li> <li>• Ear defenders</li> <li>• Work stations</li> <li>• Chewellery</li> <li>• Sensory toys</li> </ul>



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<p><b>Resources to support:</b></p> <ul style="list-style-type: none"> <li>• Personalised Visual Timetable</li> <li>• Now and next</li> <li>• Phonics and word banks</li> <li>• Sentence stems</li> <li>• Social stories</li> <li>• Widgit lanyards</li> <li>• Widgit PECS Communication Books</li> <li>• Widgit organisation tick lists</li> </ul> <p><b>Diagnostic assessments and support:</b></p> <ul style="list-style-type: none"> <li>• Words First Speech &amp; Language</li> <li>• Community Pediatrics</li> </ul>	<p>in learning and how to achieve them</p> <ul style="list-style-type: none"> <li>• Personalised learning aids - word banks, number lines etc.</li> <li>• Collaborative working opportunities</li> <li>• Repetition and reinforcement of skills</li> <li>• Teaching adapted to a range of learning preferences - multi-sensory</li> <li>• Methods to summarise and highlight key teaching points</li> <li>• Questions differentiated to level of understanding and emotional needs</li> <li>• Interactive learning opportunities</li> </ul> <p><b>Resources to support:</b></p> <ul style="list-style-type: none"> <li>• Personalised Visual Timetable</li> <li>• Now and next</li> <li>• Phonics and word banks</li> <li>• Sentence stems</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of methods to motivate a range of learners – praise, reward</li> <li>• Recognition of any sensory needs and appropriate adjustments made</li> <li>• Positive regular communication with parents</li> <li>• Clear rewards and sanctions</li> <li>• Consistent use of positive language</li> <li>• Range of opportunities to support social and emotional development – modelling</li> <li>• Clear and understood behaviour policy</li> </ul> <p><b>Resources to support:</b></p> <ul style="list-style-type: none"> <li>• Behaviour support plan</li> <li>• Sensory toys</li> <li>• Ear defenders</li> </ul>	<ul style="list-style-type: none"> <li>• Weighted blanket.</li> <li>• Writing slopes</li> <li>• Pencil grips</li> </ul> <p><b>Targeted Screening tools:</b> Sensory checklist Specialist</p> <p><b>Diagnostic assessments and support:</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapist</li> <li>• Sensory Impairment Team</li> <li>• Community Pediatrics</li> </ul>
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	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Widgit lanyards</li> <li>• Widgit PECS Communication Books</li> <li>• Widgit organisation tick lists</li> <li>• coloured reading overlays</li> <li>• Tinted paper</li> </ul> <p><b>Diagnostic assessments and support:</b></p> <ul style="list-style-type: none"> <li>• Words First</li> <li>• Educational Psychologist</li> <li>• Community Paediatrics</li> </ul>	<p><b>Diagnostic assessments and support:</b></p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• CAMHs</li> <li>• Community Pediatrics</li> <li>• Summer House</li> <li>• Learning Behaviour Mentor</li> <li>• Thrive Intervention</li> <li>• Forest School Intervention</li> <li>• Gardening Club Intervention</li> <li>• Salvation Army- Starfish counselling sessions</li> <li>• 2 x TA in-house counselling sessions</li> <li>• The Nest: Groundwork</li> <li>• Music Therapy</li> </ul>	
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### Targeted Interventions

Communication and Interaction	Cognition and Learning	Social, Emotional and or Mental Health Needs	Sensory and/ or Physical Needs
<ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Zones of Regulation</li> <li>• Thrive</li> <li>• Forest School</li> <li>• Speech and Language:               <ul style="list-style-type: none"> <li>○ Talking Tables</li> <li>○ Attention Bucket</li> <li>○ Colourful Semantics</li> <li>○ Word Aware</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Phonics catch up</li> <li>• 1:1 Reading</li> <li>• EAL support</li> <li>• Pre-teach Reading</li> <li>• Shine: Reading and Maths intervention</li> <li>• Maths boosters</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Thrive</li> <li>• Forest School</li> <li>• Starfish- Salvation Army Councelling</li> <li>• 2 x TA Counsellors</li> <li>• Music Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Sensory movement breaks</li> </ul>

### Specialist Interventions

Communication and Interaction	Cognition and Learning	Social, Emotional and or Mental Health Needs	Sensory and/ or Physical Needs



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<ul style="list-style-type: none"><li>• Words First</li></ul>	<ul style="list-style-type: none"><li>• Educational Psychologist</li></ul>	<ul style="list-style-type: none"><li>• CAHMs</li></ul>	<ul style="list-style-type: none"><li>• Sensory Hearing and Vision Teams</li><li>• Occupational Therapy</li></ul>
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