Southampton Advisory Outreach Service

for SEND

Southampton Inclusion Partnership

High Quality Inclusive Teaching and Support

Introduction

These tools have been created to support schools in developing and strengthening high quality inclusive teaching. They outline the universal provision that should be ordinarily available to all pupils and can be used to quality assure the assess, plan, do, review cycle that forms part of the **graduated approach** to support for identified pupils.

The strategies listed reflect the adaptive and responsive teaching approach outlined by research underpinning the new Ofsted Inspection Framework.

The document has been broken down into two sections: i) Inclusive Teaching Checklist for all Learners ii) Inclusive Teaching Checklist for Individual Learners based on the broad areas of need. Both documents include a checklist of strategies and resources that can be used to support pupils.

How the tool can be used by schools

The tool can be used by:

- class and subject teachers to ensure that universal provision for all pupils takes into account adaptive and responsive teaching approaches that meet the needs of all individuals and groups.
- teaching assistants supporting individuals and groups in the classroom or as part of focused intervention.
- senior leadership teams to quality assure inclusive teaching as part of the school's monitoring cycle.
- SENCos to provide evidence that the graduated approach has been applied rigorously as part of a cycle of assess plan do review, before placing a pupil on the Special Needs Register or seeking statutory assessment.
- schools to support training and continuous professional development.

The document has been produced in electronic form so that it can be adapted by schools to suit individual contexts. For example, for use with individual pupils, groups or classes, as a reference tool or a record of provision and its impact on pupil progress.

INCLUSIVE TEACHING CHECKLIST FOR ALL LEARNERS

1	Do I identify appropriate learning objectives for all learners?	Differentiated objectives for different groups of pupils Pupils provided with different success criteria Different expectations set for different groups of pupils/individuals SMART targets with band width
2	Do I make use of multi-sensory teaching approaches?	Visual e.g. signs or symbols, photographs, pictures, computer animations Verbal e.g. different voices, varied pitch and volume, singing, chanting, oral rehearsal Auditory e.g. counting marbles into a tin, saying the sound as you write it, active listening Kinaesthetic – making, constructing, moving, actions
3	Do I make use of interactive strategies?	Pupils… ▪ having cards to hold up ▪ having their own whiteboards ▪ coming to the front to take a role ▪ active listening strategies ▪ talking partners
4	Do I find ways of making abstract concepts concrete?	Word problems in mathematics turned into pictures, acted out or modelled with resources Concrete - Pictorial - Abstract approach
5	Do I use simplified and extended tasks?	e.g. short, concrete text used by one group and long, abstract text by another numbers to 100 by one group or to 20 by another
6	Do I make tasks more open or more closed according to pupils' needs?	Differentiated tasks that are not artificial and do not set lower expectations for some pupils Adaptive and responsive teaching
7	Over time, do I employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?	Ability groups Mixed ability groups Peer support Paired work
8	Can all pupils see and hear me and any resources I use?	Background noise avoided where possible Light source in front of teacher not behind Pupils' seating carefully planned in relation to learning and behaviour Pupils can see the interactive white board comfortably

9	Do I teach new vocabulary?	Vocabulary is: ▪ clarified ▪ written up or displayed ▪ revised ▪ pre-taught (pre teaching)
10	Do I check instructions have been understood?	e.g. -asking a pupil to explain an instruction in their own words -going through a task board
11	Do I pitch questions so as to challenge pupils at all levels?	Varied questioning Open or closed questions Recall or higher order questioning Product and process questions Binary choices
12	Do I value the contribution of all learners?	e.g. -ensure I ask questions of boys and girls -lollipop sticks to check everyone has a go -comment and question cards -assigning different roles to members of a group
13	Do I have a secure and supportive learning environment where there is safety to have a go and make mistakes?	Praise for having a go Peer support Opportunities to write without drafting 123 Check for writing
14	Do I give time and support before responses are required?	▪ personal thinking time ▪ partner talk ▪ opportunities to rehearse and practise ▪ persisting with progressively more scaffolding until a pupil can answer correctly
15	Where extra adult support is available for underachieving pupils, do I use it in ways that promote independence, protect self-esteem and increase pupils' inclusion within their peer group?	▪ Explicit modelling ▪ Adults stepping back ▪ Questioning to develop metacognition e.g. What's next? What will I need? ▪ Rewarding independent working ▪ Deploying adults effectively

16	Are the adults providing support clear about what the individual or group is to learn?	Planning is shared with supporting adults in advance of the lesson Adults have an opportunity to rehearse lessons Adults clear about learning focus
17	Do I work directly with underachieving groups as well as with more-able groups?	Teachers work with all groups and individuals, including those with SEND TAs have the opportunity to work with different ability groups
18	Do I clearly explain and model tasks?	Check for understanding Task boards as reminders Time available and expected outcomes made clear Scaffolded support e.g. “Watch me first…Let’s do the next one together…Now it’s your turn.”
19	Do I provide pupils with and regularly remind them of resources to help them be independent?	▪ relevant material from whole-class session kept on display ▪ word banks, word mats ▪ dictionaries of terms, glossaries ▪ concrete tools to support Maths ▪ task boards
20	Do I use scaffolding?	problem-solving grids talk and writing frames “It’s my turn first. Watch me…Let’s do the next one together…Now it’s your turn.” Phased writing
21	Do I make arrangements where necessary to ensure that all children can access written text or instructions?	buddying, adult support, taping text on interactive white board printed off pre teaching vocabulary orientation to text
22	Do I plan alternatives to paper-and-pencil tasks, where appropriate?	Use of I pads Talk Tins “Pens down day” Making use of models, construction etc. Phased writing
23	Do I make effective use of ICT as an access strategy?	speech-supported or sign-supported software on-screen word banks predictive word processing prepared word lists dyslexia friendly white boards e.g. font, colour

24	Do I use specific praise to identify processes used by learners?	Marking and verbal feedback 2 stars and a wish Reward charts Catch me cards Focus on behaviour for learning skills Behaviour for learning charters
25	Do I teach at an appropriate pace for all learners?	Good pace to keep pupils engaged Changes of pace during the lesson Slower pace for some children Repetition and over learning Repeating and reviewing key concepts Sand timers
26	Do I set targets that allow for success?	Differentiated targets SMART targets and band width Pupils know their targets Adults know pupils' targets and reinforce during lessons Reducing number of questions
27	Do I use strategies to reduce the burden on working memory?	Task boards Dictaphones, Talking Tins Repeating instructions in the same way Chunking tasks into manageable steps Pre-teaching Opportunities for over learning Information for oral rehearsal does not exceed memory capacity

INCLUSIVE TEACHING CHECKLIST FOR INDIVIDUAL LEARNERS BASED ON BROAD AREA OF NEED

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
COGNITION AND LEARNING			
Pre teaching of specific, subject led vocabulary			
Key word mat or visual available			
Task board used to break down instructions into manageable chunks			
Sort tasks with fast pace to maintain attention			
Regular 'brain breaks' or attention and flow activities			
Sequencing activities			
Use of consistent visuals or symbols for processing			
Alternative use of recording; diagrams, mind maps, alternative technology			
Use of a range of writing frames to aid organisation			
Use of IT programmes / Apps to reinforce learning. E.g. Education City / Phonics play etc.			
Use of whiteboards to support short term memory, notes / spellings / ideas			
Content that reflects personal interest and age			
Text presentation – bullet points / clear font / uncluttered			
Use of a range of pictorial prompts to aid understanding and meaning			
Use of barrier games to support short memory			

Use of closed questioning to reduce writing and demonstrate understanding			
Repetition and overlearning to embed skills independently			
Explicit modelling from staff to scaffold tasks			
Use of concrete materials to manipulate			
Good location of pupil / proximity to teacher or support			
Individual workstation provided as well as small group place			

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
COMMUNICATION AND INTERACTION			
Use of visual symbols to help process verbal information			
Use of directional language, rather than questioning			
Use of personalised scripts to aid processing			
Repeating of scripts and prompts rather than over communicating			
Prearranged prompts for active listening (schedule/prompt card/symbol)			
Visualisation of key words – picture cues			
Concrete materials to aid multi-sensory approaches to spoken language			
Checklists and task lists – adapted with visual symbols & cues			
Explicit, individualised modelling of expectations and 'what a good one looks like'			
Non–verbal or visual feedback in place to show something has been understood			
Prompt cards to support question words (who, where, when and what)			
Access to a consistent talk partner to encourage verbal responses			
Access to distraction free workstation			
Home/School word book of new vocabulary for home reinforcement			
Communication to all staff of preferred method of communication			
Use of PECs			
Word wall in class which is visually reinforced			

Personalised washing line of vocabulary that is subject specific			

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
SENSORY AND PHYSICAL			
Ensure seating in relation to smartboard is at appropriate eye level etc.			
Smartboard colours / brightness contrast to be optimised for pupil			
Position away from windows etc. where light can reflect and dazzle			
Sit away from artificial lights sources, natural light may be more comfortable			
Find most appropriate font sizes and styles to suit pupil			
Provide alternatives to whiteboards to reduce eye strain – matt photocopies			
Repeat contributions from other pupils – their voice may be softer and speech unclear			
Keep key words close at hand for introductions and conclusions			
Allow free movement to support coordination			
Allow plenty of space for pupil at desk. Ideally, a double table for one pupil			
Seating should allow both feet of pupil to be flat on the floor for grounding			
Desk at elbow height or provide a desk slope			
Larger lined paper to accommodate large handwriting			
Paper weight or tape to avoid pupil having to hold paper			
Range of pencil grips available to pupil			
Additional time given to pupil to complete tasks			
Use of ICT for alternatives to handwriting			

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
SOCIAL, EMOTIONAL AND MENTAL HEALTH			
Visualisation of code of conduct, school values, targets and rules for referral			
Removal from whole class 'ladder' if on personalised behaviour programme			
Calming background music if appropriate			
Positions of responsibility given to increase self-esteem			
Regular brain breaks and legitimate moving around activities			
Kinaesthetic learning activities and practical experiential activities			
Use of comment cards to minimise calling out			
Provide alternative seating for carpet times			
Legitimate 'fiddle toys' for inputs and times of extended talking			
Not extending times of work – stick to set times so pupil can stop			
Chunk instructions and support with visual cues			
Allocate more than one space within the class to allow pupil to move without asking			
Stick to visual sand or digital timers			
Personalise work to reflect personal interests of the pupil			
Keep instructions short, precise and positive			

Visual timetables and task lists to depersonalise from demands			
Range of simple, accessible activities to use as calming activities			
Home/school positive communication book			
Safe space available in school for times of high anxiety			