# Quality First Teaching

**Promoting a culture that values and supports the learning and wellbeing of all children demonstrating an “inclusive setting ethos.”**

The Code of Practice (2014 para 6.37) is clear that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Settings should regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving practitioners’ understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.

The following resource is designed to support settings and SENCo’s in ensuring that quality first teaching is in place for all children. As such this quality first teaching guidance is designed to form the basis of an inclusive teaching approach for any child with additional needs, for example those with SEND, LAC and EAL/INA children. This resource is designed to outline what the offer across Bolton, in terms of quality first teaching, should look like and to enable parents to understand what they can reasonably expect their child to have access to at a universal level before any more tailored support via SEN Support or an EHC Plan is needed. This resource can be used flexibly to support practitioners in their practice. For example it could form the basis of whole setting training, SENCO’s may select what they consider to be the most relevant points to support a practitioner struggling to meet the needs of an individual child, group of children or whole cohort, it may be used as a self-evaluation tool or as a document to inform observations. (This resource mirrors that found on p30 of the Bolton SEND Handbook)

This resource will also be used as the basis for all SEN Support Service involvement, with evidence of quality first teaching forming a central part of any assessment. Advice given will initially centre on quality first teaching if this is not already in place as unless this crucial area of practice and provision is addressed, additional interventions and strategies are unlikely to be successful and result in the desired outcomes for the child.

## Quality First Inclusive Teaching and Learning for Every Child in Early Years

### Teaching and Learning

| Quality First Inclusive Teaching and Learning: Teaching & Learning– Early Years | Self-AssessmentY, N or Partial | How achieved? |
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| Put routines in place that promote emotional wellbeing e.g. key person routinely welcomes child into the provision. |  |  |
| Ensure ongoing Assessment is used to inform individual targets and responsive teaching. This should allow for immediate feedback and timely interventions to progress learning. |  |  |
| Ensure regular access to practical multi-sensory, hands on activities in the setting to help children learn and which supports and enhances Quality First Inclusive Practice. |  |  |
| Provide activities, materials and strategies that are carefully matched to individual outcomes and needs. For example access to specific resources such as visuals, chunky mark making tools and sensory toys. |  |  |
| Ensure that there are regular daily routines in place for example around activity time, meal times, outdoor play and toileting whilst offering opportunities for independence at all times. |  |  |
| Where required and recommended, the use of language in the setting is simplified and supported by pictures to see and/or real objects to touch. |  |  |
| Practitioners extend speech, language and communication skills in everyday learning by offering opportunities to hear, see and have access to a broad range of language. |  |  |
| Practitioners promote effective social communication skills in everyday practice for example via the use of small group work, circle time, one to one support and access to continuous provision. |  |  |
| Ensure quality of teaching and effective practice through intent, impact and implementation. |  |  |
| Practitioners provide support and guidance whilst children learn new and challenging skills, as the children learn new skills support is reduced and may be replaced with verbal or visual prompts until the skill is perfected. |  |  |
| Develop opportunities for children to actively access opportunities to explore characteristics of effective learning. E.g. Playing and exploring, active learning or creating and thinking. |  |  |
| Regular, considered, descriptive and personalised praise is provided by all practitioners relating to the effort, progress and achievement of children. |  |  |
| Practitioners plan for short periods of targeted support to help address gaps in learning e.g. one off structured activities which have been shown to be effective in maximising progress. |  |  |
| Interventions are planned by practitioners and shared with the staff team to be implemented within the setting. |  |  |
| Time is set aside for practitioners to plan and review children’s needs together. |  |  |

### Physical Environment

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| Quality First Inclusive Teaching and Learning: Physical Environment– Early Years Settings | Self-AssessmentY, N or Partial | How achieved? |
| Ensure that the environment takes into account the needs of children with SEND, e.g. seating arrangements, lighting conditions, keeping background noise to a minimum; organisation and labelling of resources, consistent and meaningful use of a timetable that includes pictures/symbols/visual clues. |  |  |
| Put systems in place to ensure that children have access to a named quiet space in the setting and regular access to supervised areas at unstructured times of the day e.g. a safe place to go to for children who find particular times of the day challenging. |  |  |
| Ensure that visual timetables, signs and symbols are routinely used to prepare children and ease transitions throughout the day. |  |  |
| Provide an appropriately staffed environment to meet all children’s needs for example somewhere safe and quiet for medical interventions. |  |  |

### Systems

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| Quality First Inclusive Teaching and Learning: Systems– Early Years | Self-AssessmentY, N or Partial | How achieved? |
| The Special Educational Needs Coordinator (SENCo) will have attended appropriate training in order to carry out their role and understand their responsibilities as stated in the SEND code of practice. |  |  |
| Ensure regular communication between the setting and parents/carers. This should include being proactive in responding to concerns raised by parents and providing positive feedback as well as discussions about concerns. |  |  |
| Implementation of an effective, positive behaviour policy, including offering praise and using reward systems which are used consistently by all practitioners and adapted for individual children with SEND as appropriate. |  |  |
| Ensure the graduated approach (Assess Plan Do Review) cycle is in place to facilitate the early identification of SEND and access to subsequent appropriate strategies and interventions are available. |  |  |
| Systems for children to develop relationships and support each other are in place e.g. play buddies, friendship benches or peer support. |  |  |