

OAP Provision

OAP – Quality First Teaching

Cognition & Learning

- Differentiated curriculum – planning, learning, resources, scaffolding etc.
- Pre-teaching of subject vocab
- Teaching sequencing as a skill
- Text presented clearly – bullet points, clear font, headings
- Pupils encouraged to explain what they have to - check understanding
- Links to prior learning explicitly made /retrieval practice integrated into lessons
- Key learning points reviewed throughout lesson
- Conceptual variation in Maths
- Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders
- Provide a range of writing frames
- Word mats designed for specific subjects/lessons
- Opportunities to work with a scribe or use ICT when necessary
- Use of ICT/apps to reinforce what has been taught
- Use of ICT/apps as solution to difficulties e.g. dictation, typing
- Coloured overlays, coloured paper for worksheets & coloured background on SMART board
- Extra time to complete tasks
- Learning ladders to break down steps
- Next steps display in classroom
- Learning buddies/B's before me
- Tactile resources e.g. lego phonics
- Dual coding devices

Communication & Interaction

- Structured class routines
- Using songs for routines
- Increased visual aids including dual coding
- Visual timetables at eye level of children
- Use of sign language/basic Makaton
- Use of key words/vocabulary emphasised when speaking
- Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play
- Instructions in manageable chunks
- Checklists and task lists
- Delivery slowed down with time given for processing
- Prompt cards used to support understanding
- Talking partners used
- Classroom seating plan considered so children can see teacher and visual prompts
- Access to a quiet work station
- 'Word walls'/displays to develop understanding of new vocab
- Minimise use of abstract language/language tailored to individuals
- Eye contact as necessary for the child

Social, Emotional Mental Health

- Emphasise positives in front of others to develop children's self-confidence
- Give pupils classroom responsibilities
- Refer regularly to school/classroom rules
- Calming music
- Weighted blankets
- Team around the child approach
- Use of ear defenders to support focus
- Breaks between tasks
- Moving around/sensory breaks
- Interactive strategies eg. Whiteboards to hold up answers
- Clear behaviour expectations modelled by staff
- Quiet zone or sensory space
- Visual timer/stop watch
- Use post-its for questions rather than interruptions
- 'Fiddle' toys
- Concrete resources easily at hand to support
- Give a 'set time' for written work
- Personalise teaching to reflect pupils' interests
- Transition from whole class work to independent is taught and actively managed
- Reward system for older pupils
- Learning ladders to break down steps
- Wobble cushion/resistance bands to support sitting in chairs or on carpet spot
- Meet and greet at key transition points e.g. start of day, lunchtime etc.

Sensory & Physical

- Visual
- Coloured overlays/ different coloured paper
 - Consider lighting – natural and artificial
 - Eliminate inessential copying from the board
 - Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge
 - Read aloud as you write on the board
 - Avoid standing in front of windows – your face becomes difficult to see
 - Use Ipad/Chromebook for reading if text is too small in physical book
 - Consider seating – sat at the front closer to board/resources
- Hearing
- Careful seating – closest to the teacher
 - Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro
 - Slow down speech rate
 - Allow more thinking time
 - Repeat contributions from other children – their voices may be softer and speech more unclear
 - Check that oral instructions have been understood
 - Face the pupil when speaking & keep hands away from mouth
- Co-ordination
- Sat at table where there is sufficient space
 - LH & RH pupils not next to each other with adjacent hands
 - Desks at elbow height
 - Sloping desk stand if appropriate
 - Seated with minimal distractions.
 - Encourage oral presentations or use of ICT as an alternative to written work where appropriate.
 - Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.
 - Dough disco to support fine motor
 - Range of fine motor and gross motor activities