



### What does specialist support look like in RE?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Clear Skill and Knowledge LO</li> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● I am ready board</li> <li>● Visual timetable</li> <li>● Task board</li> <li>● Visual cues</li> <li>● Movement breaks allowed when needed</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Overlearning (pre/post tutoring)</li> <li>● Targeted questioning to check understanding</li> <li>● Opportunities to verbalise learning to adults and peer</li> <li>● Adults to scribe</li> <li>● Word processor</li> <li>● Short Video Clips to learn</li> <li>● Screen reader</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Mixed Ability and Peer Teaching</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>○ Consideration given to seating plan</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate coloured paper &amp; backgrounds</li> <li>● Access to a word processor</li> </ul>



## What does specialist support look like in DT?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration and video and clips</li> <li>● Clever fingers</li> <li>● Pencil grips</li> <li>● Pre teaching of key vocabulary</li> <li>● Knowledge pre teaching</li> <li>● Specialist scissors/equipment</li> <li>● Time allowance for more time if required</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> <li>● Video instructions</li> <li>● Visual instructions</li> <li>● Mixed ability groupings and peer support</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Music in background</li> <li>● In-depth knowledge of the children</li> <li>● Awareness of triggers and sensory</li> <li>● Pre-conversation with parents and children</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>○ Consideration given to seating plan</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate coloured paper &amp; backgrounds</li> <li>● Use of specialist equipment where appropriate</li> <li>● Pre-cut resources</li> </ul>



## What does specialist support look like in History?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● I am ready board</li> <li>● Visual timetable</li> <li>● Task board</li> <li>● Visual cues</li> <li>● Movement breaks allowed when needed</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Overlearning (pre/post tutoring)</li> <li>● Targeted questioning to check understanding</li> <li>● Opportunities to verbalise learning to adults and peer</li> <li>● Adults to scribe</li> <li>● Word processor</li> <li>● Short Video Clips to learn</li> <li>● Screen reader</li> <li>● Acting and drama (physical activities)</li> <li>● Making History real and live</li> <li>● Visual timelines</li> <li>● Knowledge organisers</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> <li>● Music in the background</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Mixed Ability and Peer Teaching</li> </ul>



	<ul style="list-style-type: none"><li>○ Effective use of Teaching Assistants</li></ul>	
<b>Physical and Sensory</b>	<ul style="list-style-type: none"><li>○ Consideration given to seating plan</li><li>○ Effective use of Teaching Assistants</li></ul>	<ul style="list-style-type: none"><li>● Use of appropriate coloured paper &amp; backgrounds</li><li>● Use of specialist equipment where appropriate</li><li>● Pre-cut resources</li></ul>



## What does specialist support look like in French?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Pre teach</li> <li>● Other opportunities to speak and hear the language</li> <li>● Speaking and listening</li> <li>● Differentiated tasks</li> <li>● Songs</li> <li>● Scaffolded resources</li> <li>● Mixed ability groups</li> <li>● Displays with key vocabulary and questions</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>●</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>○ Consideration given to seating plan</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate coloured paper &amp; backgrounds</li> <li>● Use of specialist equipment where appropriate</li> <li>● Pre-cut resources</li> </ul>



## What does specialist support look like in Geography?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> <li>○ Trips and real experiences</li> </ul>	<ul style="list-style-type: none"> <li>● I am ready board</li> <li>● Visual timetable</li> <li>● Task board</li> <li>● Visual cues</li> <li>● Movement breaks allowed when needed</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Overlearning (pre/post tutoring)</li> <li>● Targeted questioning to check understanding</li> <li>● Opportunities to verbalise learning to adults and peer</li> <li>● Adults to scribe</li> <li>● Word processor</li> <li>● Short Video Clips to learn</li> <li>● Screen reader</li> <li>● Acting and drama (physical activities)</li> <li>● Making Geography real and live</li> <li>● Visual timelines</li> <li>● Knowledge organisers</li> <li>● Story telling</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> <li>● Music in the background</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Mixed Ability and Peer Teaching</li> </ul>



	<ul style="list-style-type: none"><li>○ Effective use of Teaching Assistants</li></ul>	
<b>Physical and Sensory</b>	<ul style="list-style-type: none"><li>○ Consideration given to seating plan</li><li>○ Effective use of Teaching Assistants</li></ul>	<ul style="list-style-type: none"><li>● Use of appropriate coloured paper &amp; backgrounds</li><li>● Use of specialist equipment where appropriate</li><li>● Pre-cut resources</li></ul>



## What does specialist support look like in Music?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Show me/tell me cards</li> <li>● Coloured dots</li> <li>● Finger patters</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Time and processing</li> <li>● Video supports</li> <li>● Music and songs</li> <li>● Displays to support learning</li> <li>● Playing with playdoh to develop motor skills</li> <li>● Enrichment skills</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>●</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>○ Consideration given to seating plan</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate coloured paper &amp; backgrounds</li> <li>● Use of specialist equipment where appropriate</li> </ul>



<b>What does specialist support look like in Science?</b>		
	<b>Quality First Teaching (Universal)</b>	<b>Targeted/Specialist Support</b>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● I am ready board</li> <li>● Visual timetable</li> <li>● Task board</li> <li>● Visual cues</li> <li>● Movement breaks allowed when needed</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Overlearning (pre/post tutoring)</li> <li>● Targeted questioning to check understanding</li> <li>● Opportunities to verbalise learning to adults and peer</li> <li>● Adults to scribe</li> <li>● Word processor</li> <li>● Short Video Clips to learn</li> <li>● Screen reader</li> <li>● Acting and drama (physical activities)</li> <li>● Making Science real and live</li> <li>● Visual timelines</li> <li>● Knowledge organisers</li> <li>● Scaffolds and STEM sentences to support writing</li> <li>● Close procedures (with the view these are lessened over time)</li> <li>● Illustrations to support vocabulary</li> <li>● Tell me cards/follow me activities</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> <li>● Music in the background</li> </ul>



<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"><li>○ Careful consideration of seating plan</li><li>○ Consideration given to groupings</li><li>○ Clear boundaries, rules and rewards.</li><li>○ Positive behaviour management strategies being followed</li><li>○ Effective use of Teaching Assistants</li></ul>	<ul style="list-style-type: none"><li>● Movement breaks allowed when needed</li><li>● Mixed Ability and Peer Teaching</li></ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"><li>○ Consideration given to seating plan</li><li>○ Effective use of Teaching Assistants</li></ul>	<ul style="list-style-type: none"><li>● Use of appropriate coloured paper &amp; backgrounds</li><li>● Use of specialist equipment where appropriate</li><li>● Pre-cut resources</li></ul>



<b>What does specialist support look like in PE?</b>		
	<b>Quality First Teaching (Universal)</b>	<b>Targeted/Specialist Support</b>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> <li>○ Differentiation of skills</li> <li>○ Review and self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● Refining skills</li> <li>● Vocabulary</li> <li>● Buddies</li> <li>● Team skills and working together in mixed ability</li> <li>● Visual prompt cards</li> <li>● Movement pictures</li> <li>● Visual clues</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>○ Consideration given to seating plan</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate coloured paper &amp; backgrounds</li> <li>● Use of specialist equipment where appropriate</li> <li>●</li> </ul>



## What does specialist support look like in PSHE?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● I am ready board</li> <li>● Visual timetable</li> <li>● Task board</li> <li>● Visual cues</li> <li>● Movement breaks allowed when needed</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Overlearning (pre/post tutoring)</li> <li>● Targeted questioning to check understanding</li> <li>● Opportunities to verbalise learning to adults and peer</li> <li>● Adults to scribe</li> <li>● Word processor</li> <li>● Short Video Clips to learn</li> <li>● Screen reader</li> <li>● Calm time and mindful time</li> <li>● Social stories</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Mutual respect</li> <li>● Awareness for children’s needs and making opportunities for talk</li> <li>● Whisper and share</li> <li>● Time to reflect</li> </ul>



<b>Physical and Sensory</b>	<ul style="list-style-type: none"><li>○ Consideration given to seating plan</li><li>○ Effective use of Teaching Assistants</li></ul>	<ul style="list-style-type: none"><li>● Use of appropriate coloured paper &amp; backgrounds</li><li>● Use of specialist equipment where appropriate</li><li>● Pre-cut resources</li></ul>
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## What does specialist support look like in Computing?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● I am ready board</li> <li>● Task board</li> <li>● Visual cues</li> <li>● Movement breaks allowed when needed</li> <li>● Extra pre-teaching of key vocabulary</li> <li>● Overlearning (pre/post tutoring)</li> <li>● Targeted questioning to check understanding</li> <li>● Opportunities to verbalise learning to adults and peer</li> <li>● Adults to scribe</li> <li>● Word processor</li> <li>● Short Video Clips to learn</li> <li>● Screen reader</li> <li>● Calm time and mindful time</li> <li>● Having the links prepared</li> <li>● QR codes for a quick access</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Mixed ability groups</li> <li>● Children who are Tech Support</li> </ul>



<b>Physical and Sensory</b>	<ul style="list-style-type: none"><li>○ Consideration given to seating plan</li><li>○ Effective use of Teaching Assistants</li></ul>	<ul style="list-style-type: none"><li>● Use of appropriate coloured paper &amp; backgrounds</li><li>● Use of specialist equipment where appropriate</li><li>● Screen overlay</li></ul>
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## What does specialist support look like in Art?

	Quality First Teaching (Universal)	Targeted/Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>○ Word banks and glossaries</li> <li>○ Pre-teaching of key vocabulary</li> <li>○ Overlays (where appropriate)</li> <li>○ Effective use of Teaching Assistants</li> <li>○ Talk partner opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration and video and clips</li> <li>● Clever fingers</li> <li>● Pencil grips</li> <li>● Pre teaching of key vocabulary</li> <li>● Knowledge pre teaching</li> <li>● Specialist scissors/equipment</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>○ Clear and explicit success criteria</li> <li>○ Pre-teaching -unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>○ Use of checklists</li> <li>○ Use of visuals</li> <li>○ Care over use of abstract language</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Breaking tasks down</li> <li>● Movement breaks allowed when needed</li> <li>● Pupils using visual prompts and being encouraged in this by staff</li> <li>● Video instructions</li> <li>● Visual instructions</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>○ Careful consideration of seating plan</li> <li>○ Consideration given to groupings</li> <li>○ Clear boundaries, rules and rewards.</li> <li>○ Positive behaviour management strategies being followed</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Movement breaks allowed when needed</li> <li>● Music in background</li> <li>● In-depth knowledge of the children</li> <li>● Awareness of triggers and sensory</li> <li>● Pre-conversation with parents and children</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>○ Consideration given to seating plan</li> <li>○ Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate coloured paper &amp; backgrounds</li> <li>● Use of specialist equipment where appropriate</li> <li>● Pre-cut resources</li> </ul>