















Barriers to Learning	Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Emotional and Mental Health <i>Including ADHD</i>
<p>Very colourful and busy displays – overstimulated Some materials are not suitable for sensory issues Poor motor skills Difficulty understanding abstract thoughts and ideas No right or wrong answer Problem solving Independant working Perfectionist Low resilience/ low self esteem</p>	<p>Quality First Teaching</p> <p> 1. Use of Visual Supports Visual instructions (e.g. step-by-step photo guides, diagrams) to complement spoken directions. Visual timetables to outline the structure of the lesson. Icons or colour-coded prompts for equipment, tasks, or stages of work.</p> <p> 2. Structured and Predictable Lessons Maintain a consistent lesson structure (starter, demonstration, practical work, plenary). Give advance notice of changes to routine or materials to reduce anxiety.</p> <p> 3. Simplified and Clear Communication Use clear, concise language with minimal idioms or figurative speech. Break instructions into small, manageable steps. Check understanding through repetition or asking students to explain back the task.</p> <p> 4. Alternative Communication Methods Allow use of non-verbal communication, such as pointing, choosing symbols, or using AAC</p>	<p>Quality First Teaching</p> <p> 1. Scaffolded Instructions</p> <p>Break down tasks into small, manageable steps with clear, sequential instructions.</p> <p>Use checklists, visual aids, or task cards to support memory and focus.</p> <p>Demonstrate techniques visually and repeatedly, with opportunities to revisit.</p> <p> 2. Repetition and Reinforcement</p> <p>Revisit key techniques and vocabulary regularly.</p> <p>Provide plenty of opportunities to practise before expecting independent work.</p> <p>Use modelling (by teacher or peers) to reinforce expectations and methods.</p>	<p>Quality First Teaching Physical</p> <p> 1. Use of Visual Aids and Demonstrations</p> <p>Rely heavily on visual instructions, diagrams, step-by-step photo guides, and modelling.</p> <p>Use a visual timetable and clearly displayed lesson objectives.</p> <p>2. Clear Communication Strategies</p> <p>Face the student when speaking—ensure your lips are visible for lip-reading.</p> <p>Avoid speaking while turning away or when facing the board.</p> <p>Use clear, concise language and gestures to reinforce meaning.</p> <p>3. Written Instructions</p> <p>Provide written versions of verbal instructions.</p> <p>Display key words and processes on the board or handouts.</p>	<p>Quality First Teaching</p> <p> 1. Clear Structure and Routine</p> <p>Start every lesson with a visual agenda or checklist of activities.</p> <p>Provide a clear routine that students can rely on (e.g. starter task, main task, reflection).</p> <p>Avoid unexpected changes to tasks or layout without warning.</p> <p> 2. Chunked Tasks and Time Limits</p> <p>Break tasks into short, focused stages.</p> <p>Use timers or countdowns to help students stay on task (e.g. “You have 10 minutes to sketch the outline”).</p> <p>Encourage frequent check-ins between stages to assess progress and redirect focus.</p> <p> 3. Controlled Environment and Movement Breaks</p>
<p>Opportunities for success</p>				
<p>Inclusion and diversity of different cultures and art Contribution and debates Opportunities for peers to support others Embracing individuality Express their interests Wide range of exploring through different media Cross curricular links Visual reinforcement when work is going well Different frameworks for techniques</p>				

	<p>(Augmentative and Alternative Communication) tools. Provide sentence starters, keyword boards, or art vocabulary mats.</p> <p> 5. Scaffolding Interaction Offer paired or small group work with clearly defined roles (e.g. one mixes paint, one sketches), especially with supportive peers. Model appropriate social interaction during collaborative tasks. Use role-play or drama-based warm-ups to help students rehearse expressive or social communication.</p> <p> 6. Personalised Task Design Offer choice in materials or themes that reflect student interests, to increase engagement. Modify tasks to allow different modes of expression—collage, sculpture, digital art, etc.</p> <p> 7. Emotion and Behaviour Support Create a calm, low-stimulus workspace or breakout area for students who may feel overwhelmed. Provide access to emotion check-ins or visual emotion cards to help students express how they feel.</p> <p> 8. Additional Time and Processing Support Allow extra time for planning and executing tasks. Use chunking and visual timers to help students manage time and reduce stress.</p> <p> 9. Feedback and Encouragement</p>	<p> 3. Visual and Multi-Sensory Learning</p> <p>Incorporate visual, tactile, and kinaesthetic activities—such as collage, clay, and textured materials.</p> <p>Provide visual references for art styles, tools, and techniques.</p> <p>Use coloured overlays, large-print instructions, or highlighted key points to support reading difficulties.</p> <p> 4. Use of Templates and Structured Formats</p> <p>Offer templates or partial outlines to help students structure work (e.g. drawing guides, sketchbook page layouts).</p> <p>Use framed areas or sections on paper to reduce visual overload and focus attention.</p> <p> 5. Differentiation by Outcome and Support</p> <p>Allow students to achieve the same learning objective using different materials, processes, or levels of complexity.</p> <p>Provide alternative ways of recording ideas—verbally, through photography, mind maps, or with support.</p>	<p>4. Use of Technology</p> <p>Use subtitled videos when showing artist interviews or technique demonstrations.</p> <p>Where available, make use of radio aids or sound-field systems to enhance hearing.</p> <p>5. Strategic Seating</p> <p>Seat the student where they have a clear view of the teacher’s face and can see peer interactions easily.</p> <p>Position them away from background noise sources like fans or windows.</p> <p>6. Pair and Group Work Support</p> <p>In paired work, ensure peers know to speak clearly and face-to-face.</p> <p>Assign supportive peers who can help relay instructions or check understanding.</p> <p> For Students with Physical Difficulties</p> <p>1. Classroom Accessibility</p> <p>Ensure the room layout allows for wheelchair access or easy navigation.</p>	<p>Allow movement breaks or fidget tools where appropriate to regulate attention.</p> <p>Provide a quiet working area, headphones, or space dividers for students who are easily overwhelmed.</p> <p>Have a clearly agreed calm-down space or timeout strategy if emotions escalate.</p> <p> 4. Emotionally Supportive Teaching</p> <p>Use a calm tone and positive reinforcement consistently.</p> <p>Validate emotions and encourage self-expression through Art (e.g. “Today you can show how a colour makes you feel.”)</p> <p>Celebrate effort and progress rather than perfection.</p> <p> 5. Flexible Task Options</p> <p>Provide choices in tasks to promote autonomy (e.g. “Would you rather draw with pencil or collage with magazine cuttings?”).</p> <p>Offer alternative media if a student is frustrated with a technique.</p> <p> 6. Visual and Verbal Prompts</p>
--	---	---	--	---

	<p>Use positive, specific praise that focuses on effort and progress (e.g. "You tried three new techniques today!").</p> <p>Provide written and visual feedback to supplement verbal comments.</p> <p> 10. Work with Support Staff and Families</p> <p>Collaborate with Teaching Assistants, SENCOs, and Speech and Language Therapists. Communicate regularly with parents/carers to support consistency and celebrate successes.</p> <ul style="list-style-type: none"> • Routine structured lessons • Sensory experiences • Frequent opportunities for group discussions • Key vocabulary taught in context • Clear learning objectives • Active discussions • Definitions for key terms provided • Visual levelled examples/ past students work for KS3 and GCSE • Visual instructions (e.g. step-by-step photo guides, diagrams) to complement spoken directions. • Maintain a consistent lesson structure (starter, demonstration, practical work, plenary). • Give advance notice of changes to routine or materials to reduce anxiety. 	<p>Adjust the expected quantity of work to focus on quality and understanding.</p> <p> 6. Personalised Pacing and Processing Time</p> <p>Allow extra time for processing instructions and completing work.</p> <p>Offer breaks or chunked tasks to avoid cognitive overload and support stamina.</p> <p> 7. Use of Prompts and Memory Aids</p> <p>Provide key vocabulary mats, step-by-step photo guides, or instruction cards.</p> <p>Use recap activities at the start of the lesson to reinforce previous learning.</p> <p> 8. Clear and Consistent Language</p> <p>Use simple, direct language and avoid abstract terms unless explained.</p> <p>Support new terms with visuals and ensure students have time to ask questions.</p> <p> 9. Peer and Adult Support</p> <p>Encourage peer modelling and buddy systems for complex tasks.</p>	<p>Keep workspaces clutter-free and materials within comfortable reach.</p> <p>2. Adapted Tools and Equipment</p> <p>Provide ergonomic tools (e.g. thicker pencils, adapted scissors, angled drawing boards).</p> <p>Use non-slip mats, grip aids, or stabilised easels.</p> <p>Offer digital tools (tablets, styluses) as an alternative for students with limited hand function.</p> <p>3. Flexible Task Design</p> <p>Modify tasks to reduce physical strain, e.g. using collage instead of detailed painting.</p> <p>Allow the student to choose between media that suit their physical comfort or ability.</p> <p>4. Extended Time and Rest Breaks</p> <p>Allow extra time to complete work and avoid rushing.</p> <p>Provide opportunities for rest, especially during practical tasks that may cause fatigue.</p> <p>5. Alternative Methods of Recording</p> <p>Let students document work via photographs, voice recordings, or</p>	<p>Use visual instructions, examples, and demonstrations to reinforce spoken guidance.</p> <p>Give one instruction at a time and check for understanding.</p> <p>Repeat or rephrase instructions if needed.</p> <p> 7. Predictable Transitions</p> <p>Give warning before transitions (e.g. "In five minutes, we will begin cleaning up").</p> <p>Use visual countdowns or signals for task changes and lesson end.</p> <p> 8. Adapted Presentation of Work</p> <p>Allow students to record responses through mind maps, diagrams, or oral explanations.</p> <p>Use sketchbook prompts or templates to help structure their creative ideas.</p> <p> 9. Adult and Peer Support</p> <p>Provide consistent adult encouragement or 1:1 support where needed.</p> <p>Use positive peer models or paired work to scaffold success.</p>
--	--	--	---	--

	<ul style="list-style-type: none"> • 	<p>Use Teaching Assistants effectively to pre-teach skills or support during practical work.</p> <p> 10. Adapted Environment</p> <p>Reduce distractions by offering quiet working spaces or defined personal areas.</p> <p>Ensure all materials are clearly labelled, accessible, and easy to use.</p> <p> 11. Positive Reinforcement and Encouragement</p> <p>Celebrate small achievements to build confidence.</p> <p>Use immediate, specific praise focused on effort and progress (e.g. "Great focus on blending today!").</p> <p>Little writing at KS3 Visual modelling Step by step instructions Explicit instructions Use of writing frames for GCSE Access to handouts Visual aids to help understanding Sentence starters Resources on different coloured Blue backgrounds for PP Use of lightboxes Use of visual measuring – adapted measuring skills Media/ techniques to suit students motor skills ability Templates and stencils used for outlines</p>	<p>by dictating reflections to a scribe or digital app.</p> <p>Use templates or pre-cut materials where fine motor skills are limited.</p> <p>6. Supportive Seating and Workspace</p> <p>Offer adjustable-height tables or seating.</p> <p>Ensure access to footrests, posture supports, or standing options, as needed.</p> <p>Demonstrations/ modelling Step by step instructions with words and images. Seating plan considered Printed materials in required font sizes and colours Subtitles used on videos Media/ techniques to suit students motor skills ability Bigger font sizes in handouts and on PPs</p>	<p>Encourage peer review in a structured, supportive way (e.g. "Two Stars and a Wish").</p> <p> 10. Behaviour and Motivation Strategies</p> <p>Use a reward system (stickers, points, praise notes) linked to specific behaviours like staying on task or finishing a section.</p> <p>Keep praise specific and immediate ("I really liked how you concentrated for 10 minutes on your shading.")</p> <p><input checked="" type="checkbox"/> Example Tools and Resources:</p> <p>Now and Next boards</p> <p>Task strips / step-by-step guides</p> <p>Visual timers or sand timers</p> <p>Emotion check-ins (mood colour charts)</p> <p>Break cards or non-verbal cues to request support</p> <p>Movement for collecting equipment Responsibility for jobs – handing things out and in Discussions of emotions in response to artwork</p>
--	---	--	--	---

				<p>Expressing emotions through art work</p> <p>Sensory experiences</p> <p>Art clubs during breaks/lunches</p> <p>Visual examples as well as written instructions</p> <p>Multiple timed activities planned in the lesson.</p> <p>Art therapy for students not in lessons</p> <p>Hands on techniques</p>
--	--	--	--	---