



**Thomas Adams School**  
**Adaptive Teaching Provision in the Business Studies department**



Barriers to Learning	Communication and Interaction <i>Including ASD &amp; 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>GCSE room – No computers</p> <p>Class sizes to large 31/31</p> <p>Poor understanding of concepts</p> <p>Difficulty grasping new business concepts</p> <p>Difficulty understanding and/or respecting the views of others Political view points</p> <p>Low reading ability</p> <p>Slow processing speed</p> <p>Difficulty accessing texts used</p> <p>Reluctance to contribute (through lack of ability or confidence)</p> <p>Struggles to sit still for an extended period</p> <p>Sensitivity to controversial political and ethical Topics</p> <p>High potential for peer disputes</p>	<p style="text-align: center;"><b>Quality First Teaching</b></p> <p>Quality first teaching</p> <p>Flexible teaching arrangements - Various types of teaching to mix it up and not become stagnant</p> <p>Structured school and classroom – 2 different classrooms dependant on course. CNAT – Based in a computer room. GCSE – based in a standard classroom</p> <p>Routines 5 of 5. 5mins of reading, Date and Title.</p> <p>Warning of change to routine when possible. End of Unit tests for GCSE CNAT – Coursework.</p> <p>Adapted curriculum delivery e.g. GCSE or CNAT</p> <p>simplified language and terminology on walls</p> <p>Increased visual aids/modelling etc. – Com Apprentice (TV Show on wall to create conversations)</p>	<p style="text-align: center;"><b>Quality First Teaching</b></p> <p>Tasks and instructions ‘chunked’ into small sections</p> <p>Use of visual aids to enhance understanding e.g Currency</p> <p>Explicit instruction approach to teaching new concepts</p> <p>Access to different coloured paper or overlays as required</p> <p>Opportunities for consolidation built in to lesson</p> <p>Use of writing frames and sentence starters (part of the 5of5) to facilitate effective scaffolding</p> <p>Access to handouts to reduce need for note taking/copying in different colours for different pupils.</p> <p>Mixed ability grouping – high ability next to different ability.</p> <p>Opportunities for structured reflection following assessment – end of unit review.</p>	<p style="text-align: center;"><b>Quality First Teaching</b></p> <p>Opportunity to sit at the front</p> <p>Resources being transferred to Teams</p> <p>Assistive technology such as immersive reader (Microsoft) for accessing lengthy resources.</p> <p>Printed resources/colour coded where able to align with different exam skills/papers</p> <p>AN option to follow the PPT slides in printed format, on Teams or on laptop in class</p> <p>Submission of homework tasks on paper or laptop to suit student</p> <p>Accessible Materials: Ensure all materials are available in various formats (e.g., digital, large print).          · Physical Accessibility: Make sure the classroom is easily navigable for students with mobility issues. (This can involve</p>	<p style="text-align: center;"><b>Quality First Teaching</b></p> <p>Predictable, consistent classroom teams and expectations.</p> <p>Open dialogue through class Team and private Chat messages to support Ongoing communication with key workers/SEN lead for KS5</p> <p>Ongoing consideration of seating plans</p> <p>Access to support for assessments, movement of room, leaving room to study.</p> <p>Use of headphones for personal independent study when suitable</p> <p>Careful selection of working groups with Independent tasks still an option</p> <p>Maintaining resilience for exam access and lengthy</p> <p>New methodology required in studying curriculum essays/teacher models/exam</p>

<ul style="list-style-type: none"> <li>• CNAT Room - Computer</li> </ul>	<p>Pupils work on the wall</p> <p>Use of AO explanations on wall</p>		<p>Quality First Teaching · Supportive Environment: Foster a classroom culture of respect and inclusion. Encourage positive peer interactions. Tolerance and patience.</p>	<p>models essay writing tasks through high expectation of Independent study work outside of the classroom</p>
<p><b>Opportunities for success</b></p>	<p>ICT programmes to support language. Screen. A small number of laptops available</p>			
<ul style="list-style-type: none"> <li>· Inherent attitude of inclusion and diversity</li> </ul>	<p>Small world play and Role Play in Sixth lessons. GCSE/CNAT. Lessons- class sizes too large</p>		<ul style="list-style-type: none"> <li>· Emotional Check-ins: Regularly check in with students about their emotional well-being and provide access to counselling services. Reference to well-being hub and identify strategies to help address their concerns – this is available to Teams pages in both subjects</li> </ul>	<p>Clear Expectations: Provide clear, consistent instructions and expectations to reduce anxiety</p>
<ul style="list-style-type: none"> <li>· Contributions and debates encouraged, particularly relating to Business scenarios</li> </ul>	<p>Repetition/clarification of instructions</p>			
<ul style="list-style-type: none"> <li>· Opportunity to discuss alternative solutions to Business scenarios</li> </ul>	<p>Opportunities to work with groups</p>		<ul style="list-style-type: none"> <li>· Stress Management: Teach and practice stress-reduction techniques, such as mindfulness or relaxation exercises. This includes breathing,</li> </ul>	<p>Stress Management: Teach and practice stress-reduction techniques, such as mindfulness or relaxation exercises. This includes breathing, power poses, e.g. Foot out and hands on hips</p>
<ul style="list-style-type: none"> <li>· Opportunity to real world analogies as a means of deciding possible outcomes · Opportunity to ask/discuss challenging and controversial topics</li> </ul>	<p>‘Show and tell’ / speaking / presenting</p>		<ul style="list-style-type: none"> <li>· difficulty in maintaining concentration during lectures or reading assignments.</li> </ul>	
<ul style="list-style-type: none"> <li>· Lessons often a balance of discussion, debate, group work and written</li> </ul>	<p>opportunities</p>		<ul style="list-style-type: none"> <li>· Controversial/difficult topics what to review/consolidate.</li> </ul>	
			<ul style="list-style-type: none"> <li>· Memory Aids: Employ mnemonics, mind maps, and summarization techniques to help with retention. Include brain gym activities which supports all aspects of adaptive teaching</li> </ul>	