



Thomas Adams School
Adaptive Teaching Provision in the Child Development department



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>New subject – no students have done it in lower school or primary or KS3.</p> <p>Some students haven't been around babies or young children before.</p> <p>Poor understanding of new concepts.</p> <ul style="list-style-type: none"> • Poor understanding of concepts • Difficulty grasping abstract concepts • Difficulty justifying contradictory viewpoints • Difficulty understanding and/or respecting the views of others • Low reading ability • Slow processing speed • Difficulty accessing texts used • Reluctance to contribute (through lack of ability or confidence) • Struggles to sit still for an extended period • Sensitivity to controversial topics • High potential for peer disputes 	<p>Quality First Teaching</p> <p>Group discussion</p> <p>One to one if needed (lunch, after school)</p> <p>Power point given for all students to go back on to check prior knowledge.</p> <p>Clear objectives.</p> <p>Key vocab taught in context.</p> <p>Seating plan.</p> <p>Peer working .</p>	<p>Quality First Teaching</p> <p>Task and instructions</p> <p>Use of visual aids</p> <p>Mixed ability groups</p> <p>Opportunity for structure</p> <p>Seating plans</p> <p>Learning how to look after children</p>	<p>Quality First Teaching</p> <p>Plan seating plan before</p> <p>Access to technology</p> <p>Different learning styles (books, computers, external speaker, young children coming in)</p> <p>Printed worksheets to support/ different font /colours</p> <p>Seating plans</p>	<p>Quality First Teaching</p> <p>Access to movement breaks</p> <p>Positive rewards system</p> <p>Hot chocolates/ rewards/ phone call homes for positive praise</p> <p>After school sessions</p> <p>Routines</p> <p>Positive relationships</p> <p>New start each lesson</p> <p>Rules/expectations</p> <p>Opportunity to take breaks from the classroom during controversial topics</p> <p>Open communication encouraged</p> <p>Restorative approaches to conflict resolution within the learning environment</p>

Opportunities for success				Pre-warning of change where possible Curriculum mapping clear and accessible Pre warning of upcoming difficult content
Great results (hopefully)				
Visiting speakers				
Visits to primary settings				