



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>
<ul style="list-style-type: none"> <li>Poor understanding of concepts</li> <li>Difficulty grasping abstract concepts</li> <li>Difficulty justifying contradictory viewpoints</li> <li>Difficulty understanding and/or respecting the views of others</li> <li>Low reading ability</li> <li>Slow processing speed</li> <li>Difficulty accessing texts used</li> <li>Reluctance to contribute (through lack of ability or confidence)</li> <li>Struggles to sit still for an extended period</li> <li>Sensitivity to controversial topics</li> <li>High potential for peer disputes</li> </ul>	<p><b>Quality First Teaching</b></p> <p>Frequent opportunities for paired or group discussion to boost confidence</p> <p>Alternative methods of assessment offered</p> <p>Key vocabulary taught in context</p> <p>Opportunity to express own views encouraged</p> <p>Active discussion to address misconceptions</p> <p>Clear objectives</p>	<p><b>Quality First Teaching</b></p> <p>Tasks and instructions ‘chunked’ into small sections</p> <p>Use of visual aids to enhance understanding</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 to facilitate effective scaffolding</p> <p>Mixed ability grouping</p> <p>Opportunities for structured reflection following assessment</p>	<p><b>Quality First Teaching</b></p> <p>Consideration of seating within the classroom</p> <p>Access to assistive technology as required</p> <p>Use of closed captions on all audio resources</p> <p>Multi-sensory resources utilised</p> <p>Printed materials provided in required fonts/sizes</p> <p>Access to handouts for those with poor fine motor skills</p>	<p><b>Quality First Teaching</b></p> <p>Access to movement breaks/brain breaks</p> <p>Predictable and consistent classroom routines</p> <p>Clear and predictable behaviour expectations</p> <p>Ongoing consideration of seating plans</p> <p>Open communication encouraged</p> <p>Restorative approaches to conflict resolution within the learning environment</p> <p>Pre-warning of change where possible</p> <p>Curriculum mapping clear and accessible</p>
<p><b>Opportunities for success</b></p> <ul style="list-style-type: none"> <li>An inherent attitude of inclusion and diversity</li> <li>Contributions and debates encouraged</li> <li>No wrong answers</li> <li>Opportunity to ask/discuss challenging and controversial topics</li> <li>Lessons often more discussive than written</li> </ul>				

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