



| 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> |
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| <ul style="list-style-type: none"> • Difficulty analysing and articulating visual symbolism and cinematic techniques • Struggles interpreting subtle visual cues, subtext, and non-verbal communication in films • Difficulty processing multiple elements simultaneously (visuals, sound, dialogue, editing) • Difficulties recognizing patterns across different films or directors • Challenges with essay planning and academic writing about visual media • Sensitivities to loud sounds, sudden noises, or certain sound frequencies in films • Visual processing issues with fast- | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Provide film vocabulary glossaries with visual examples • Use frame-by-frame analysis techniques to slow down and deconstruct scenes • Create structured discussion frameworks with guiding questions • Implement "think-pair-share" before whole class discussions • Offer alternative ways to demonstrate understanding (storyboards, mind maps) • Pre-teach key concepts and terminology before viewing new films • Use subtitle options for all screenings to support comprehension | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Break down film analysis into specific components (lighting, sound, editing) • Create visual timelines of film narratives to support understanding of structure • Provide graphic organizers for comparing films or tracking character development • Implement regular short quizzes on terminology and concepts to build retention • Provide model analyses at different levels to demonstrate expectations • Create clear checklists for essay writing and practical film tasks | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Warn students about potentially challenging sensory content in advance • Provide alternative viewing options (smaller screens, adjusted lighting) • Allow movement breaks during extended viewing sessions | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Create content warnings for potentially triggering film material • Establish clear boundaries for respectful critique of peer work • Implement regular check-ins during challenging or complex film units • Provide options for individual or small group work in film production • Connect film content to students' lived experiences to increase engagement • Create a supportive environment where diverse perspectives on films are valued |

moving scenes,
flashing imagery, or
specific visual effects

- Anxiety about expressing opinions on films in group settings
- Emotional regulation challenges when viewing intense or disturbing content
- Challenges engaging with films that don't align with personal interests
- Social anxiety during collaborative filmmaking projects

Opportunities for success

Communication and Interaction (ASD & SCLN):

- Students with ASD often have strong attention to detail that's valuable for analysing specific cinematic techniques
- Some students prefer written analysis over verbal discussion, allowing

for thoughtful film critique

- **Cognition and Learning:**
- Creative projects provide alternative ways to show film knowledge beyond traditional essays
- **Social, Emotional and Mental Health:**
- Film provides a safe way to explore emotions and social situations indirectly
- Students can connect personally with characters and themes, building empathy

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