



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>Cost of ingredients Fine motor skills Organisation 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 Absences during coursework Noise, smell, texture and touching food issues</p>	<p>Quality First Teaching</p> <p>Key words in booklets to introduce subject specific subjects</p> <p>Illustration of knowledge to help with understanding of difficult concepts e.g. saturated fats vs unsaturated</p> <p>Reflecting on how previous learning links to new topic – e.g. nutrition in commodities knowledge</p> <p>Access to an online textbook/ Seneca revision</p>	<p>Quality First Teaching</p> <p>Structures booklets to help record information</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 into lesson – get out card question (allows for peer support too)</p>	<p>Quality First Teaching</p> <p>Physical issues might be overcome by providing a stool when cooking (EBI we had an area of the kitchen that lowered to accommodate pupils on crutches or who need to sit to work)</p> <p>Appropriate seating plans, coloured booklets, Dyslexia appropriate/ friendly text, colour of writing on PP, PP printed to reduce planes to help speed of taking notes.</p> <p>Seating plans considered to encourage support, focus and behaviour of pupils.</p>	<p>Quality First Teaching</p> <p>Calm classroom help regulate the pupils in an otherwise rushed lesson.</p> <p>Predictable and consistent classroom routines</p> <p>Clear and predictable behaviour expectations</p> <p>Ongoing consideration of seating plan</p> <p>Reflecting on the needs of the individual not their SEND need – who needs more support who can work more independently – responsive teaching</p>
<p>Opportunities for success</p>				
<p>Practical skills allow success for those with cognition barriers succeed Coursework allows for success for those that don't do well where exams are not as accessible</p>		<p>Use of writing frames and sentence starters to facilitate effective scaffolding</p> <p>Access to handouts to reduce need for note taking/copying</p>	<p>For pupils with sensory issues observations might be beneficial as a starting point, pupils watching videos of the practical before the practical to help with</p>	<p>Chances to help them regulate with reminders about expectations e.g. if you interrupt more than 3 times, I will need to put negatives on</p>

