



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>Poor understanding of concepts Low reading ability Slow processing speed Difficulty accessing texts used Poor working memory – difficult recalling key events and details about text Poor long-term memory to retain skills Short attention span Limited use of vocabulary Lack of ability/confidence to communicate Auditory processing difficulties Difficulty in retention of new vocabulary introduced Lacks confidence to speak in a large group. High levels of anxiety Difficulty understanding geographical concepts including basic mapskills and linking ideas/topics Difficulty understanding own/others point of view Difficulty imagining what other places are like Visual impairment Struggles to sit for an extended period of time. Lacking organisational skills / bringing equipment Inability to regulate self and follows classroom expectations Absolute lack of ICT provision</p>	<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>• Provision of keywords and topic lists at the beginning of study areas – including adapted lists for lower-age readers.</li> <li>• Key vocab is taught in meaningful contexts to build understanding</li> <li>• Peer support</li> <li>• Collaborative group work</li> <li>• Recording answers/ideas rather than verbalising</li> </ul>	<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>• Recap and recall including board work</li> <li>• Spiral curriculum – revisit and revise</li> <li>• Revision clocks and mind maps to record</li> <li>• Pictures and videos to support understanding/reading</li> <li>• Content adapted to suit the needs of all children</li> <li>• Coloured screens/coloured paper/coloured overlays/dyslexia friendly texts</li> <li>• Vocabulary lists to support writing sentences</li> <li>• Cloze writing tasks</li> <li>• Differentiation by resource, task and outcome</li> <li>• Chunking lesson content</li> <li>• Collaborative learning</li> <li>• Mixed ability grouping</li> </ul>	<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>• Large text/images on board/worksheets</li> <li>• Physical and interactive resources to aid learning through kinaesthetic learning – globes, play-doh, lego etc.</li> <li>• Photocopy work on board so less copying</li> <li>• Mind maps to record ideas</li> <li>• Varied activities eg. drawing, voice recording</li> <li>• Highlighters</li> <li>• Coloured overlays</li> <li>• Fidget toys</li> </ul>	<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>• Pastoral support</li> <li>• Visual learning journey including each child having theirs in the exercise book</li> <li>• Scaffolding techniques to remove anxiety, promote confidence and model good quality responses/outcomes</li> <li>• Fidget toys to reduce anxiety</li> </ul>
<p><b>Opportunities for success</b></p>				
<p>Groupwork opportunities to articulate ideas before written development Broaden student horizons and how wider events are linked to their own personal geography. Awareness and discussion of topical and real-world issues Developing retention and recall memory techniques Develop 'awe and wonder' at our world. Modelling of academic techniques including writing structured answers for higher tariff exam questions.</p>				

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