



**Thomas Adams School**  
**Adaptive Teaching Provision in the Health and Social Care department**



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 understanding and/or respecting the views of others</li> <li>• Low reading ability</li> <li>• Slow processing speed</li> <li>• Reluctance to contribute (through lack of ability or confidence)</li> <li>• Struggles to sit still for an extended period</li> <li>• Poor IT skills</li> <li>• Previous perceived failure in subjects leading to assumption of failure before they've started</li> <li>• Heavy reliance on extended coursework assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quality First Teaching</b></li> <li>• Frequent opportunities for paired or group discussion to boost confidence</li> <li>• Option to work independently or in groups as preferred</li> <li>• Key vocabulary taught in context</li> <li>• Work booklets for all units to reduce extensive note taking</li> <li>• Opportunity to express own views encouraged</li> <li>• Active discussion to address misconceptions</li> <li>• Low arousal, purposeful learning environments</li> <li>• Clear objectives</li> <li>• Use of physical objects and practical activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quality First Teaching</b></li> <li>• Tasks and instructions 'chunked' into small sections</li> <li>• Use of visual aids to enhance understanding</li> <li>• Explicit instruction approach to teaching new concepts</li> <li>• Access to different coloured paper or overlays as required</li> <li>• Opportunities for consolidation built into lesson</li> <li>• Use of writing frames and sentence starters to facilitate effective scaffolding</li> <li>• Work booklets for all units to reduce extensive note taking</li> <li>• Mixed ability grouping</li> <li>• Opportunity to improve coursework and resubmit</li> <li>• Opportunities to repeat exams to improve (L3 only)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quality First Teaching</b></li> <li>• Consideration of seating within the classroom</li> <li>• Access to assistive technology as required</li> <li>• Use of closed captions on all video/audio resources where available</li> <li>• Multi-sensory resources utilised</li> <li>• Printed materials provided in required fonts/sizes</li> <li>• Access to handouts for those with poor fine motor skills or needing text closer</li> <li>• All resources uploaded to Teams for regular close access during coursework typing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quality First Teaching</b></li> <li>• Clear and predictable behaviour expectations</li> <li>• Ongoing consideration of seating plans</li> <li>• Open communication encouraged</li> <li>• Pre-warning of change where possible</li> <li>• Each unit set out clearly in advance to show plan and progress</li> <li>• L3 unit on Mental Health could aid understanding and self-regulation</li> <li>• Inclusive, collaborative atmosphere in lessons (esp L3)</li> <li>• Small library of books (fiction &amp; non-fiction) available for increased knowledge of the syllabus or for personal understanding</li> <li>• Positive rewards system</li> </ul>
<b>Opportunities for success</b>				
<ul style="list-style-type: none"> <li>• An inherent atmosphere of inclusion and diversity</li> <li>• Contributions and debates encouraged including bringing in own personal/family experiences</li> <li>• Opportunities for trips &amp; visits to use classroom knowledge</li> <li>• Chance to resit exams (L3 only)</li> <li>• Chance to improve and resubmit coursework (L2 &amp; 3)</li> <li>• Relevant Work Experience</li> </ul>				