



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>
<ul style="list-style-type: none"> • Extreme political views – potential conflict • Lack of tolerance/ understanding of different opinions • Nationalism – refusal to recognise criticisms of the processes and institutions of the UK • Empathy – of global issues like poverty or lack of for other views and experiences • Independent tasks • Reading complex ideas/text • Analysis of data – stats and trends • Wider reading and research • Lack of revision techniques/know how • Understanding of concepts • Reluctance to contribute • Application of information to exam style questions - structure • Writing long essays (for 45 minutes or more) • difficulty in maintaining 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Use clear, concise language and avoid jargon. Provide glossaries for complex terms. • Incorporate diagrams, charts, and videos to support verbal explanations. • Use group work and peer discussions to encourage interaction and communication. This includes use of mentimeter or ‘silent discussion’ or similar tools • Tools like speech-to-text software can help students who struggle with writing. Breaking down texts or flipped learning to help prepare for longer pieces of texts 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Scaffolding: Break down complex tasks into smaller, manageable steps. Use outlines and templates to guide students. • Differentiated Instruction: Offer multiple ways to engage with the material, such as through lectures, readings, and hands-on activities. For example cards, gap fills, matching exercises... • Frequent Assessments: Use formative assessments to gauge understanding and provide timely feedback. Also use of quizzes and vocab checks for self-evaluation and help provide guidance on what to review/consolidate. 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Flexible Seating: Arrange the classroom to accommodate different sensory needs, such as quiet corners. Change seating for different tasks or lessons. Include movement. • Sensory Tools: Provide items like fidget tools to help students manage sensory input. Soc/politics has stress balls and have used clay or toy bricks • Accessible Materials: Ensure all materials are available in various formats (e.g., digital, large print). • Physical Accessibility: Make sure the classroom is easily navigable for students with mobility issues. (This can involve moving rooms as there 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Supportive Environment: Foster a classroom culture of respect and inclusion. Encourage positive peer interactions. Tolerance and patience. • Emotional Check-ins: Regularly check in with students about their emotional well-being and provide access to counselling services. Reference to well-being hub and identify strategies to help address their concerns – this is available to teams pages in both subjects • Stress Management: Teach and practice stress-reduction techniques, such as mindfulness or relaxation exercises. This includes breathing, power poses and

<p>concentration during lectures or reading assignments.</p> <ul style="list-style-type: none"> • Controversial/difficult topics 		<ul style="list-style-type: none"> • Memory Aids: Employ mnemonics, mind maps, and summarization techniques to help with retention. There are revision strategies and examples on teams channels for all courses. 	<p>is no lift to N8). Include brain gym activities which supports all aspects of adaptive teaching.</p>	<p>concentration tactics (brain gym)</p> <ul style="list-style-type: none"> • Clear Expectations: Provide clear, consistent instructions and expectations to reduce anxiety. • Opportunities to practice stress management and exam preparation • Mini methods to help concentration (brain gym)
<p>Opportunities for success</p>				
<ul style="list-style-type: none"> • Discussion and expression of opinions • Exploration of contemporary issues both national and global • Use of news demonstrates dynamic subjects • Application to real life • Peer mentoring • Accessible resources including multi-media encouraging engagement • Variety of assignments and tasks – visual presentations, poems, comic strips, articles, reports... • Interactive learning • Regular feedback – constructive and providing clear next steps • Opportunity for self-reflection • Embedded mindfulness and stress management techniques 				

<ul style="list-style-type: none">• Positive reinforcement to build self-esteem				
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