



**Thomas Adams School**  
**Adaptive Teaching Provision in the Psychology department**



| <b>Barriers to Learning</b>  | <b>Communication and Interaction</b><br><i>Including ASD &amp; SCLN</i>  | <b>Cognition and Learning</b><br><i>Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)</i>  | <b>Sensory and/or Physical</b><br><i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>  | <b>Social, Emotional and Mental Health</b><br><i>Including ADHD</i>   |
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| <p>Reading challenging texts</p> <p>Independent reading and study</p> <p>Poor understanding of concepts, esp abstract</p> <p>Difficulty understanding and/or respecting the views of others</p> <p>Difficulty accessing texts used – especially academic journals and research papers</p> <p>Reluctance to contribute to discussion (through lack of ability or confidence)</p> <p>Sensitivity to topics – e.g., prejudice, dyslexia, dementia, depression, phobias, schizophrenia, criminality, drug treatments, recreational drug use, descriptive &amp; inferential statistics</p> <p>Stereotyped views on topics</p> | <p style="text-align: center;"><b>Quality First Teaching</b></p> <p>Freq &amp; reg opportunities for paired (own choice) &amp; group discussion to boost confidence and appreciate other POV</p> <p style="text-align: center;">Key vocab – related to prior learning in other contexts &amp; then Psych</p> <p>Opportunity to express own views encouraged and ethos of EDI</p> <p style="text-align: center;">Active discussion to address misconceptions</p> <p style="text-align: center;">Low arousal, purposeful learning environments</p> <p style="text-align: center;">Clear objectives</p> <p style="text-align: center;">Clear expectations &amp; routines. Learning journey visible in N7 and copies in students' folders</p> <p>Students informed of next topics – especially if potentially sensitive (adults-at-home emailed)</p> | <p style="text-align: center;"><b>Quality First Teaching</b></p> <p>Much teacher-led whole class reading and discussion &amp; clarification of essential independent reading – esp academic papers</p> <p style="text-align: center;">Active discussion to address misconceptions</p> <p style="text-align: center;">Low arousal, purposeful learning environments</p> <p style="text-align: center;">Clear objectives</p> <p style="text-align: center;">Dyslexia available as an option to study</p> <p style="text-align: center;">All descriptive &amp; inferential statistics taught from scratch</p> <p>1:1 appointments available and Teams Chat messages encouraged</p> <p style="text-align: center;">All instructions and resources verbal and written and available on Teams</p> | <p style="text-align: center;"><b>Quality First Teaching</b></p> <p style="text-align: center;">Low arousal, purposeful learning environments</p> <p style="text-align: center;">Clear objectives</p> <p style="text-align: center;">Silence when someone is talking to the class</p> <p style="text-align: center;">Appropriate and suitable seating plan and classroom layout</p> <p style="text-align: center;">Captions on video/audio where available</p> <p>1:1 appointments available and Teams Chat messages encouraged</p> <p style="text-align: center;">All instructions and resources verbal and written and available on Teams</p> <p style="text-align: center;">Reflection following assessment, with tracking sheet</p> <p style="text-align: center;">EAA / PCP advice followed</p> | <p style="text-align: center;"><b>Quality First Teaching</b></p> <p style="text-align: center;">Low arousal, purposeful learning environments</p> <p style="text-align: center;">1:1 appointments available and Teams Chat messages encouraged</p> <p style="text-align: center;">All instructions and resources verbal and written and available on Teams</p> <p style="text-align: center;">Reflection following assessment, with tracking sheet</p> <p style="text-align: center;">EAA / PCP advice followed</p> |

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| <p><b>Opportunities for success</b></p>  | <p>Opposing views taught factually with evidence bases provided</p>   | <p>Reflection following assessment, with tracking sheet</p> |  |  |
| <p>An attitude of inclusion and diversity</p> <p>Contributions and debates encouraged</p> <p>Opportunity to ask/discuss challenging and controversial topics</p> <p>Lessons often more discursive than written</p> | <p>1:1 appointments available and Teams Chat messages encouraged</p> <p>All instructions and resources verbal and written and available on Teams</p> <p>Reflection following assessment, with tracking sheet</p> <p>PCP / EAA advice followed</p> | <p>PCP / EAA advice followed</p>                            |  |  |