



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>Difficult/abstract concepts delivered in science curriculum – some students find difficult to access</p> <p>Maths content in course – students may find this difficult if they have numeracy barriers</p> <p>Use of unfamiliar subject-specific vocabulary (tier 2)</p> <p>Use of equipment, including safety – planned movement around room</p> <p>Understanding exam technique, structure and terminology.</p>	<p>Quality First Teaching</p> <p>Variety of methods to present the same information e.g. speech, written, power point slides, communication via picture, diagram or direct ‘holding up’ of key equipment and demonstration.</p> <p>Chunking of tasks when appropriate</p> <p>Clear expectations as regard conduct in labs with regular reinforcement</p> <p>Key words provided for each unit of work</p> <p>Any changes to seating plans to be discussed in advance to remove barrier to learning</p> <p>Inspire project/class discussion to allow students to shine and show their best ability on a topic that they are the specialist and are informing the whole class.</p>	<p>Quality First Teaching</p> <p>Scaffolded activities increasing in difficulty</p> <p>Teacher to demonstrate good practice e.g. spellings of technical vocabulary. Breaking down key Vocabulary</p> <p>Opportunities for students to see how answer is arrived at or the demonstration of good practice. Including using the visualiser to show outstanding student work.</p> <p>Demonstration of practical activity and movement in the lab before needing to undertake for themselves</p> <p>Regular check ins to ensure understanding</p> <p>Key words provided for each unit of work</p> <p>Use of visualizers to scaffold answers and particularly help</p>	<p>Quality First Teaching</p> <p>Consideration of rooming e.g./ move lower school groups/students away from sixth form to facilitate ease of access</p> <p>Seating plans to accommodate for students with sensory impairments</p> <p>Regular check ins to ensure understanding, to include the use of plenary activities.</p> <p>Use of coloured paper and overlays in accordance with learning support.</p> <p>Printed materials in different sizes for students with visual impairments</p> <p>Clear and simple flow-chart exemplar slides for practical tasks, so students can refer to them as they progress</p>	<p>Quality First Teaching</p> <p>Know the class – read PCP’s, try to take time to understand where the students are coming from</p> <p>Seating plans, to allow movement breaks.</p> <p>Consideration of appropriate groups in teamwork</p> <p>Fidget toys provided elsewhere</p> <p>Use of the whole room when doing class demonstrations and practical to allow students opportunities to move in the class in a sensible and structured way</p> <p>Take time to ensure that quieter/more vulnerable pupils feel part of the learning in practical situations</p> <p>Reassuring pupils who have worries about practical</p>
<p>Opportunities for success</p>				

<p>Use engagement of our subject – a hook to get them engaged – such as a demonstration or practical that they cannot do elsewhere.</p> <p>Once students are engaged – things are much easier (including building relationships)</p> <p>Use of exam questions to show off knowledge.</p> <p>Subject specific awards</p> <p>Praise certificates delivered through assemblies</p>		<p>students structure graph work to support dyscalculia.</p> <p>KS4 setting by ability and KS3 banding with a consideration of relationships</p> <p>Higher and Foundation tier at KS4 exams</p> <p>Use of modelling to help students understand difficult concepts such as atoms, and energy.</p>	<p>Demonstrating how to use equipment and where to find it in the lab.</p>	<p>situations/ using chemicals to ensure they are included in practical tasks where they can be</p>
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