



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>Fine and Gross motor skills</p> <p>Behaviour around dangerous tools</p> <p>Cost of materials</p> <p>Allergies</p> <p>Processing instructions at pace</p> <p>Often no time for consolidation</p> <p>Misconceptions</p> <p>Low reading age/spelling age</p> <p>Reluctance to be seen to fail/lack of resilience</p> <p>Different style of learning to more class-based activities</p> <p>Sensory difficulties</p> <p>Timekeeping</p>	<p>Quality First Teaching</p> <ul style="list-style-type: none"> ○ Structured classroom routines in workshop spaces ○ Consistent booklets to scaffold for learners ○ Road maps as guide for learners ○ Modelling/demonstrations ○ Labels for tools and equipment ○ Key word list in booklets ○ Highlight where learners are and next steps ○ Verbal feedback ○ Peer working ○ Revisit tasks to consolidate ○ Problem solving ○ Seating plan ○ Alternative materials which are more sensory friendly. 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> ○ On the spot verbal feedback ○ Repetition of instructions ○ Demonstrations ○ Modelled learning by peers ○ Wagoll (What a good one looks like) ○ End result shown- (reverse learning) ○ Product disassemble ○ Example booklets ○ Group learning ○ Seating plan ○ Adjusted delivery ○ Coloured booklets/tests ○ Coloured backgrounds ○ Key words within booklet with means to introduce the subject terms and means for methods and techniques ○ Life skills such as sewing on a button, measuring, and following a recipe. Step by step approaches 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> ○ Consideration on seating of certain students ○ Ear defenders in noisy situations ○ Use of lighting and shutters to block sunlight on screens ○ Size of font in booklets and on PowerPoints ○ Everyone wears an apron to protect their clothing ○ Time in other rooms if students can't cope ○ Use of IT to support dexterity/handwriting ○ Use of large font, mindful of colour backgrounds on PP ○ Visual aids to follow instructions such as recipe cards. ○ PCP ○ Relationships with home 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> ○ Routines ○ Positive relationships ○ New start each lesson ○ Rules/expectations ○ Reminders ○ Positive rewards ○ Smaller class sizes ○ Extracurricular clubs ○ Opportunities to move/do/make ○ Finished product examples ○ Clear step by step approaches ○ Understanding risks and how to use materials which are new to them.

Reduced curriculum time Coursework				
Opportunities for success				
End physical result Sense of achievement Skill acquisition Transferable skills Products to take home Group work				

Celebrating differences				
Opportunities to share success				
End point of learning within lesson				
Achieving and celebrating targets				
Opportunities outside of lessons				
Diversity				