

Trusting in God; Growing in Wisdom



Removing barriers to learning

Contents

ADD/ADHD	Page 3
Autism	Page 6
Social, Emotional and Mental Health	Page 9
Physical and Sensory	Page 15
English barriers to learning	Page 16
Maths barriers to learning	Page 23

Please note, the lists below are by no means exhaustive. They give an outline of the main areas of need and how these are catered for within our school setting.

If you have concerns around your child displaying any difficulties or barriers to learning, please do not hesitate to contact the class teacher and/or the Inclusion Manager for additional support and guidance.

ADD / ADHD

ADD

V E R S U S

ADHD

ADD is an acronym for Attention Deficit Disorder

ADHD is an acronym for Attention Deficit Hyperactivity disorder

Now referred to as ADHD, Predominantly Inattentive Type

Has 3 sub-types: inattentive ADHD, hyperactive-impulsive ADHD & their combination

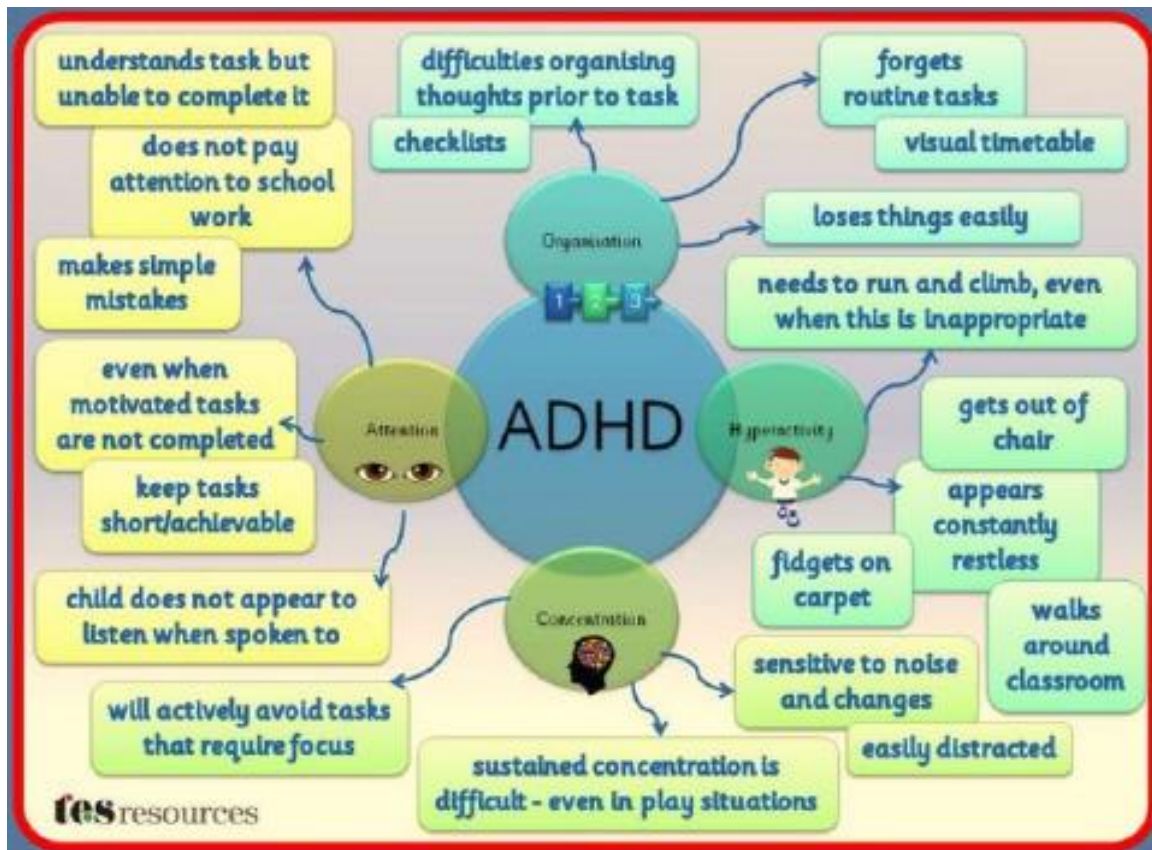
Not characterized by hyperactivity

Characterized by hyperactivity

Child may appear shy, reserved and calm













Child will be highly energetic and active

Pediatric.com



Strategies to Help Learners with ADHD

www.thepathway2success.com

<p>Give clear, written and verbal directions</p> 	<p>Schedule an organization check-in time</p> 	<p>Give extra opportunities for movement</p> 
<p>Consider flexible seating options</p> 	<p>Chunk long-term projects</p> 	<p>Provide fidgets (and teach how to use them)</p> 
<p>Set up a work station in each class</p> 	<p>Use a thought journal to share ideas</p> 	<p>Teach and practice predictable routines</p> 
<p>Teach executive functioning skills</p> 	<p>Use a timer for work sessions</p> 	<p>Spend time building confidence</p> 

Clipart by Kate Hadfield, Tilmutsmark, & Sarah Pecorino

Specific strategies and resources used in school

- Positive relationships with teachers and LSAs
- Predictable routines including class timetables (uniform across the school) individual timetables and/or pupil checklists.
- Organised environments and calm spaces in every classroom.
- Visual and verbal warnings for transitions.
- Movement breaks including sensory circuits.
- Use of appropriate fiddle tools
- ELSA support
- Restorative practice

11 Signs of Autism in Girls



Relies heavily on other children to guide and speak for her



Passionate, restricted, and specific interests



Unusual sensitivity to sensory challenges



Conversation is restricted to limited topics of interest



Difficulty moderating feelings when frustrated



Unusual depression, anxiety, and moodiness



Difficulty making and keeping friends



Often described as quiet or shy



Unusual passivity



Difficulty with social communication increases with age



Epileptic seizures

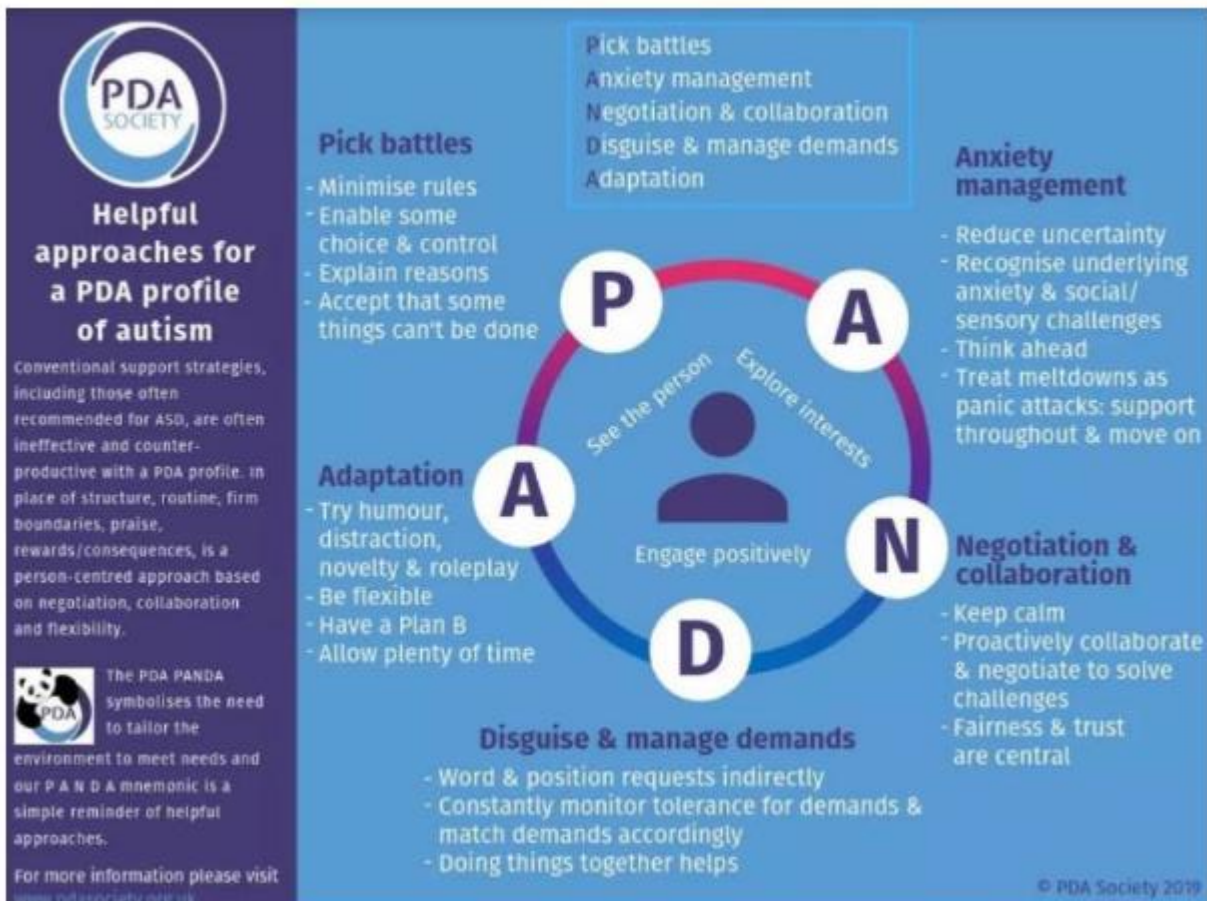
well

WHAT IS 'MASKING'?

@21and sensory



THIS CAN LEAD TO AUTISTIC BURNOUT + SENSORY HANGOVER.



Specific strategies and resources used in school

- Positive relationships with teachers and LSA's
- Predictable routines including class timetables (uniform across the school) individual timetables and/or Now, Next, Then boards.
- Organised environments and calm spaces in every classroom.
- Visual support for transitions and activities
- Additional time for processing changes and/or transitions
- Clear communication
- Using pupil's interests to drive learning activities
- Brain breaks including sensory circuits.
- Use of appropriate fiddle tools and sensory resources
- ELSA support
- Individual work stations (where appropriate)
- Social stories and comic strip conversations
- Restorative practice

How to nurture a child's mental health



Actively listen before offering your advice

Be patient

Share your feelings and validate theirs

Tell the truth

Model healthy behavior

Surround them with healthy adults

Mental Fills

Be consistent and follow through with what you promise

Teach them how to be safe

Believe them and in them

Use open ended questions

Have scheduled family time

Limit electronic time for everyone

Reach out and hug them

Practice relaxation exercises together

Model forgiveness

Respond calmly when their emotions are elevated

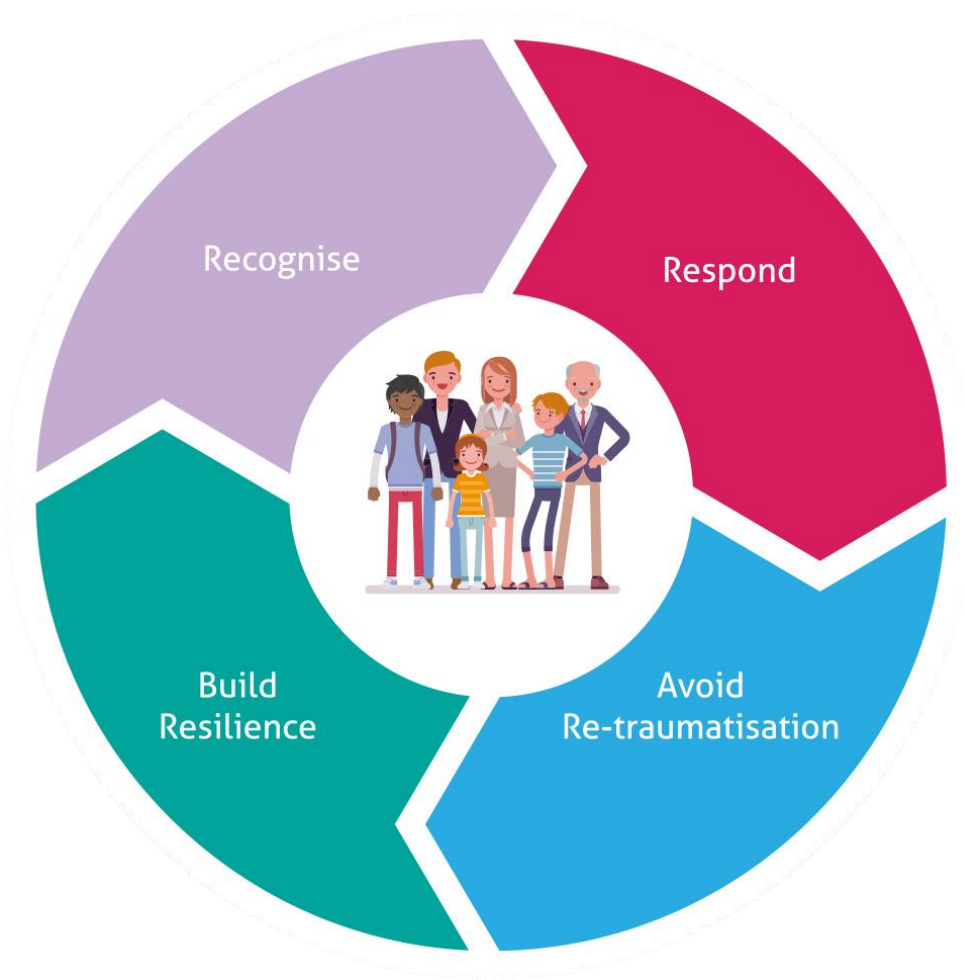
View their behavior as a window to their needs and feelings

Make play and exercise a requirement

Recognize positive choices

Be present

Set and respect boundaries



ANXIETY IN THE CLASSROOM CAN LOOK LIKE

Nervous about eye contact		because I might be called on
Crying in the morning		due to separation anxiety
Afraid to use the bathroom		because of buttons & snaps
Not talking		because of selective mutism
Not eating lunch or snacks		because of stress hormones
Not answering if called on		because I freeze in panic

Anxiety at School

can look like....



worry about
assignments



work
refusal



not
participating



anger or
aggression



not
listening



easily
overwhelmed

Anxiety can sound like



ANXIOUS CHILDREN

@movementmatters

what we may expect to see



worry



sadness



fear



nervousness

what we may actually see



defiance



irritability



difficulty sleeping



anger

What meltdowns don't mean

- I hate you
- You are mean
- You are a bad person
- I'm a bad child
- I'm manipulating you



What meltdowns do mean

- I'm overwhelmed
- I'm trying to tell you what need I have
- I might be hungry, tired, lonely, angry and I don't know how to handle it yet
- My brain can't understand this feeling yet
- I don't want to act this way



How can I help when it's happening?

- I'm watching how you respond so I know how to respond next time
- Make me feel loved
- Help me to find a safe space
- Don't talk too much; it may overwhelm me more
- Say things like 'I wonder if you are...'



How can I help afterwards?

- Make me feel loved and safe
- Help me to work out how I was feeling
- When I'm calm, tell me and show me how I could have done it differently

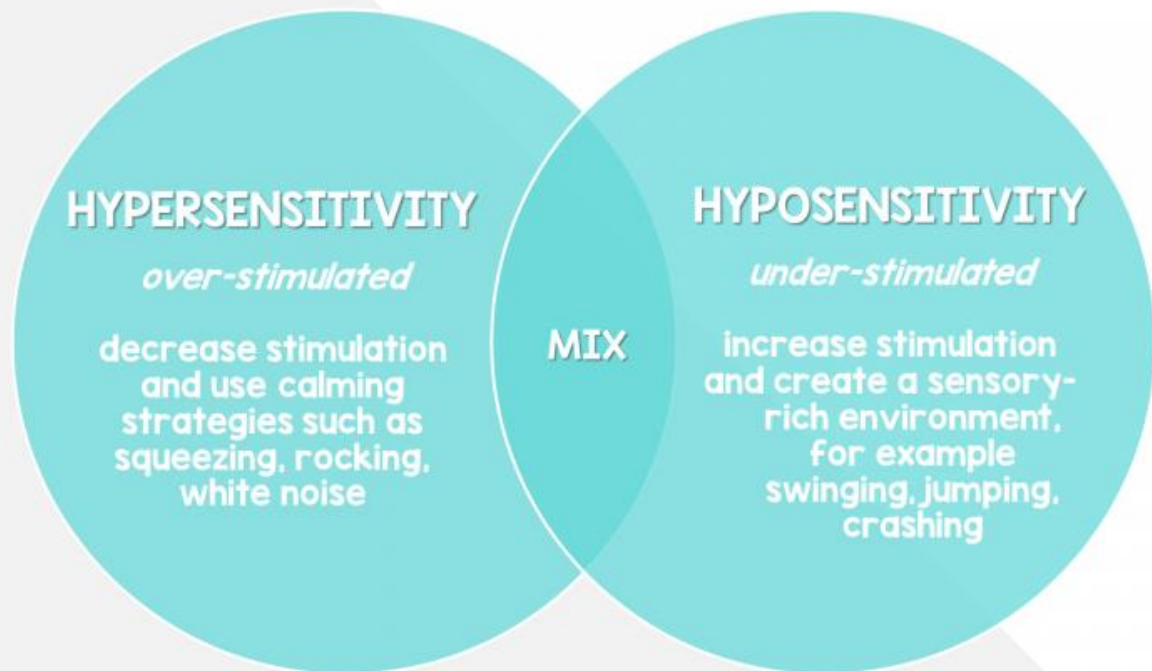


Specific strategies and resources used in school

- Positive relationships with teachers and LSAs
- ELSA support
- Predictable routines including class timetables (uniform across the school) individual timetables and/or Now, Next, Then boards.
- Organised environments and calm spaces in every classroom.
- Social stories and comic strip conversations
- Restorative practice

Physical and Sensory

types of SENSORY PROCESSING disorder



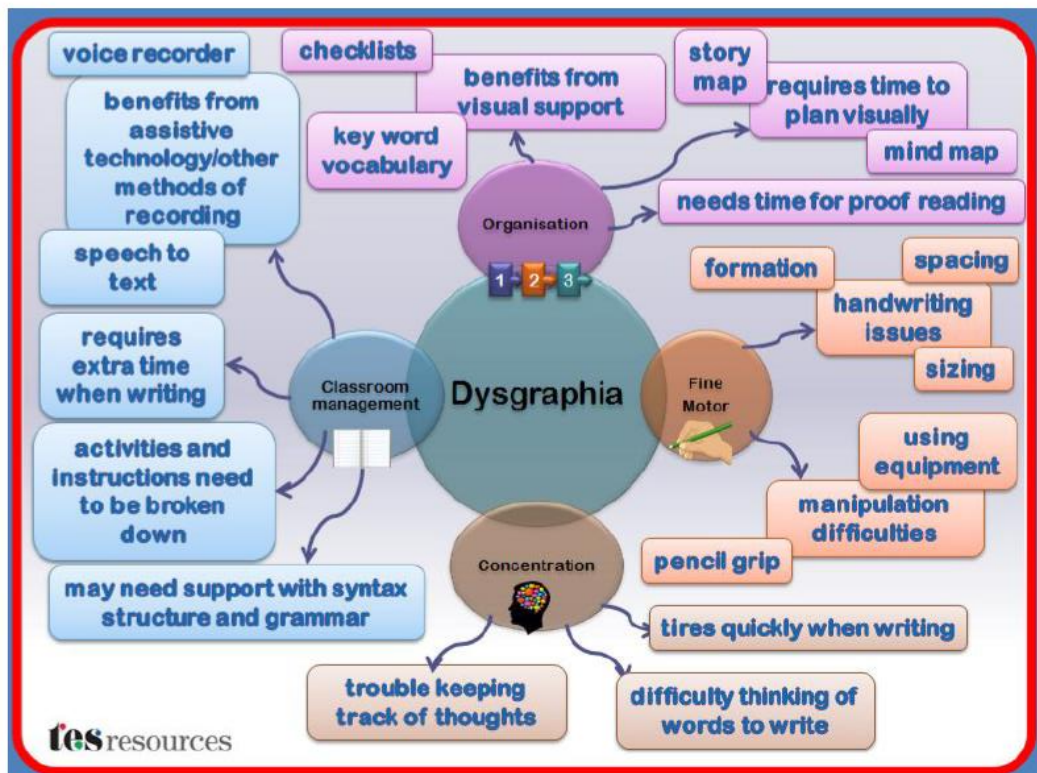
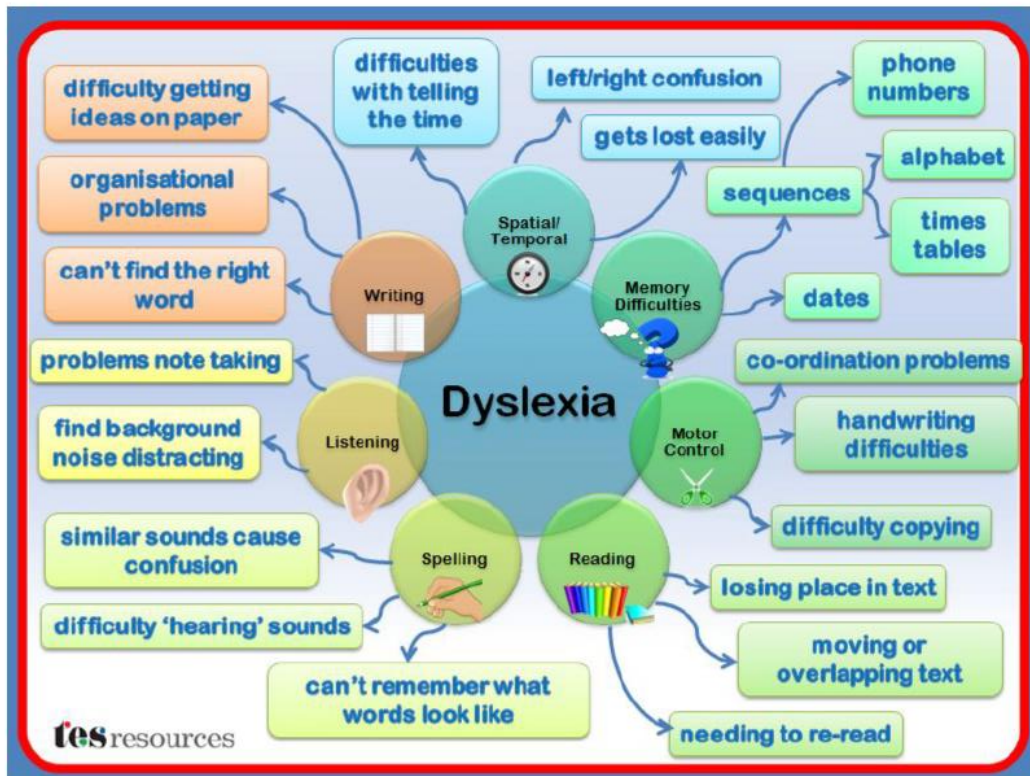
ALLISONFORS.COM

LEARN MORE: allisonfors.com/sensory-processing-disorder-speech-therapy/

Specific strategies and resources used in school

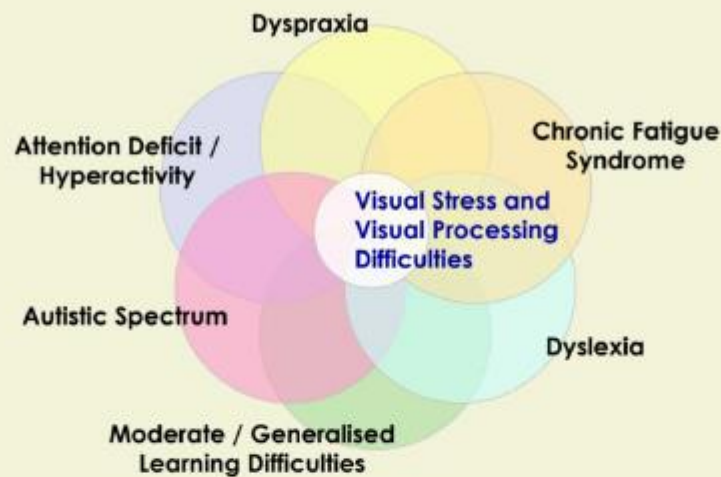
- Positive relationships with teachers and LSAs
- Organised environments and calm spaces in every classroom.
- Movement breaks including sensory circuits.
- Use of appropriate fiddle tools and sensory resources
- ELSA support
- Easy access toilet
- Ramp access and/or easy access at all entrances
- School on 1 level

English barriers to learning



What are 'visual stress and processing difficulties'?

It is part of a family of specific learning difficulties – with many crossover points.



NOTE: It is still disputed as to whether it forms a standalone condition or an aspect of other conditions.

>> 1. Layout

A complicated, stylish design might make the

with reading difficulties.

(1) Make sure readers can find their way around a text easily. Number the paragraphs or sections to help with navigation.

(2) Avoid squeezing too much text onto one page. Use two pages if you have to. Use 1.25 – 1.5 for line spacing.

(3) Keep columns well spaced to avoid readers going across rather than down. Lines between columns can help.

(4) **Headers**
Use headers to introduce new subtopics and demarcate different parts of a text.

text more appealing initially

but on closer inspection, can confuse those

>> 2. Fonts

WRITING IN CAPITALS CAN QUICKLY TIRE THE BRAIN BECAUSE YOU HAVE TO SPEND MORE TIME CONVERTING THE LETTERS BACK TO HOW WE HAVE LEARNT TO READ.

Some fonts like century gothic, and comic sans, are nice and easy to read because they are simple and mirror *handwriting* - especially letters such as 'a' and 'g'.

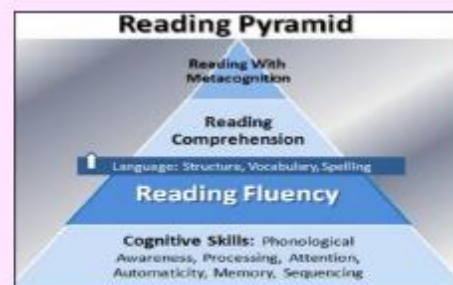
Others require MORE CONCENTRATION as our ~~eyes~~ and ~~brains~~ work extra hard to clean up the FANCY FEATURES.

14pts is generally viewed as the optimum size for ease of reading. 12pts is OK, but anything lower will strain the eyes.

With anything bigger, readers tend to view it as childish!

>> 3. Images

- Use images that reinforce the messages in the text, to give poor readers clues.
- Be careful not to crowd the text with images. Too many images will distract from the text.
- Sometimes a diagram can be used as a back-up or a complete replacement for the text.



>> 4. Colour

Contrast lets you determine an edge. It is vital in recognising shapes. It enables you to distinguish letters and read words.

Too little contrast in the foreground and you will suffer eye strain when trying to focus too hard. This includes reading in low light.

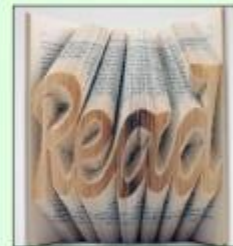
Too much contrast in the foreground and you will suffer from eye strain because of the harshness and glare.

Too much black text on a white background is said to cause this. Reading this kind of text for sustained periods will gradually damage your eyesight.

Using a pastel coloured background, where possible, is much easier on the eyes.

>> 5. Language

- Vocabulary is a term for familiarity with and understanding of words. Sometimes new vocabulary needs **pre-teaching** before use within the context of a text.
- Deliberate **repetition** of key vocabulary can be useful. Students typically begin to grasp new vocabulary after the third time of experiencing it.
- Try to keep sentences simple - **one key point per sentence** is recommended for KS3 and KS4 students.



>> 6. Tools



Use a ruler to track lines and keep place.



Use a highlighter pen to identify tricky words.

Use coloured overlays if you rely on black and white texts which cannot be adapted.



Easy tips for students struggling in or with learning difficulties in Literacy

Reading:

- Cover the lines above and below, using white card or coloured reading slide (even wide lolly sticks)
- Use bigger font
- Try to avoid black text on white paper. Use pastel coloured paper
- Use fonts such as calabri, arial and tahoma
- Break texts down into smaller parts and give breaks
- Read WITH the child to ease anxiety
- Practice sight words with flashcards etc
- Lots of praise whenever a task or goal is completed

Dyslexia



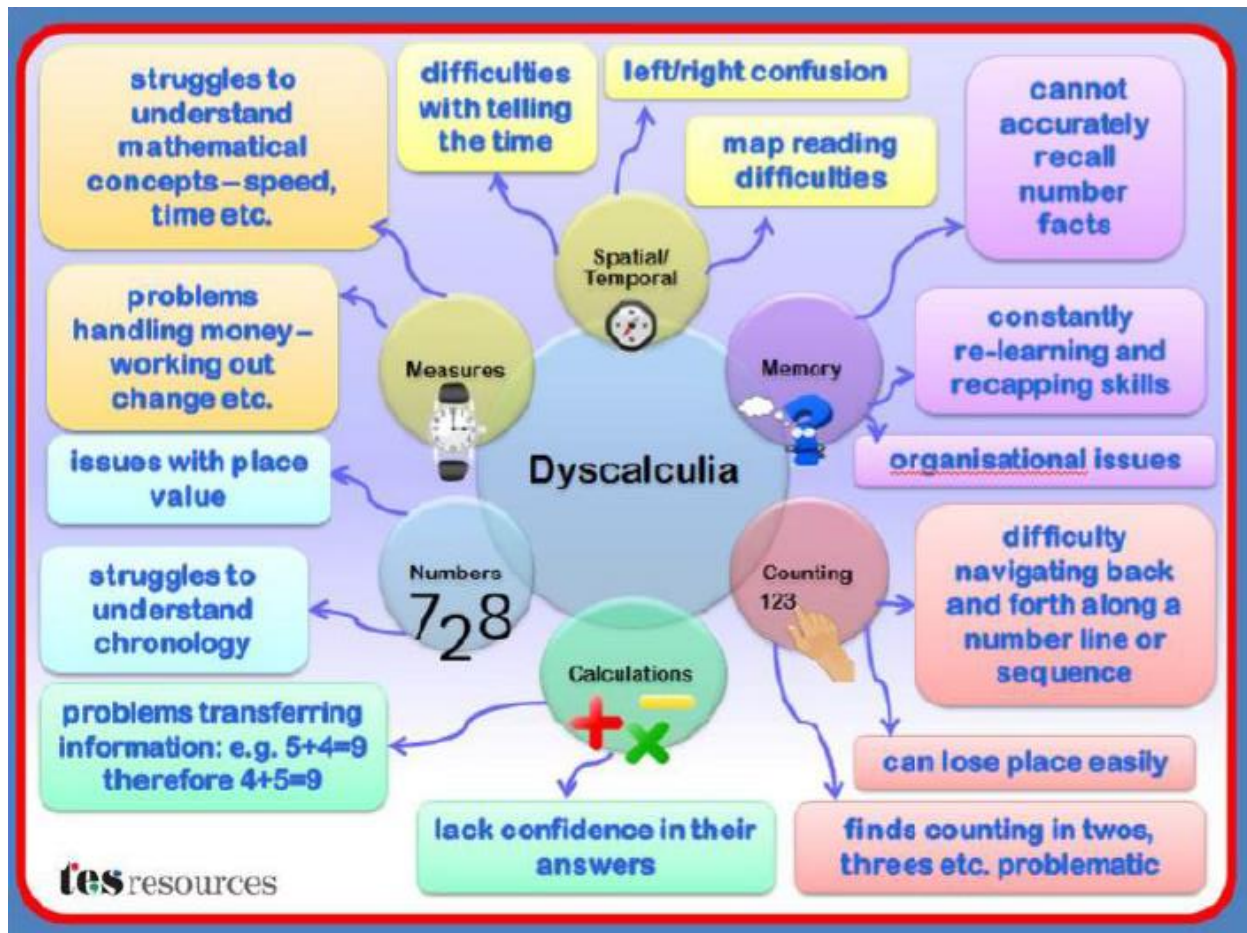
Because Dyslexia effects the way children see and interpret text, things such as changing font and font size can help. Printing text on light coloured paper is also beneficial. Helping these children make connections with words is essential.

Writing/spelling:

- Fine motor skills activities like tracing and cutting
- Tracing laminated alphabet cards
- Breaking down large written tasks into smaller more achievable goals (eg: a paragraph or sentence at a time)
- Decide on what the objective for the lesson is - If it is content, be lenient on spelling
- Does the child need to copy the whole text or can they highlight a printed version or only copy key words/phrases?
- Use manipulatives for spelling such as phonic/letter cards. Children can spell out the word using the card, then write & read the word.
- Use play doh to create HFW
- Use images to create connections with words
- Lots of praise whenever a task or goal is completed

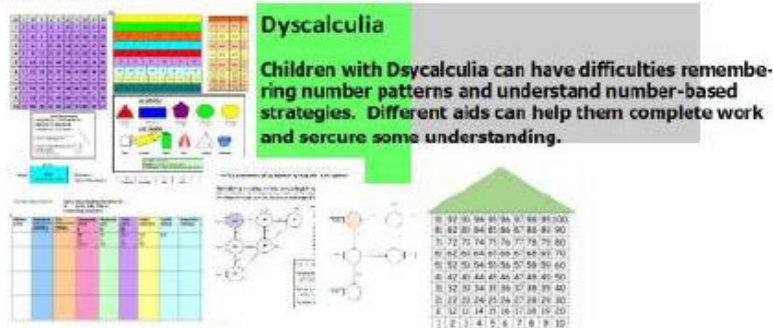


Maths barriers to learning



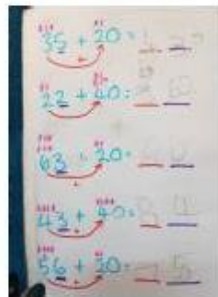
Easy tips for students struggling in or with learning difficulties in Maths

- Have a hundred board starting with 1 at the bottom
- Offer times tables in lists instead of a grid
- Use manipulatives (a variety of) and visuals as much as possible (numicons, deans, tens/hundred boards, abacus etc)
- Don't mix operations within the same task
- Shorten the task/tasks so they do not seem overwhelming
- Be aware of what your focus is. Do they HAVE to write out the question or can they just write out the answer on the sheet
- Is language a barrier? Are you testing their English or Maths skills
- Give thinking time
- Check the children's work after 1 or 2 questions so you know they're on track
- Use colours and arrows to highlight the process
- Focus on place value
- Have the learner verbalise their thinking to help YOU understand how their mind is working



Dyscalculia

Children with Dyscalculia can have difficulties remembering number patterns and understand number-based strategies. Different aids can help them complete work and secure some understanding.



Specific strategies and resources used in school

- Positive relationships with teachers and LSAs
- IDL Numeracy programme
- Basic Dyscalculia assessment to identify possible areas of difficulty
- Promoting use of a range of concrete mathematical resources throughout the school, including in KS2
- Coloured overlays and/or books
- Readers and additional time for assessments