

**Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.**

**Do you have an awareness of pupils with various forms of learning difficulty or impairment?**

**Do you:**

- have an awareness of issues that may arise through physical activity (e.g. mobility/access issues), visual (e.g. positioning with respect to visual aids), aural (e.g. consciousness of pupil's need to lip-read), SEN (e.g. dyslexia or Asperger's Syndrome), EAL (e.g. non-English speaker)
- understand the SEN code of practice?

**Do you recognise and respond to Equal Opportunities issues?**

**Do you:**

- have a differentiated approach to pupils with different achievement levels (using IEPs and SEN Code of Practice where relevant), motivation levels, impairments, levels of language acquisition
- show commitment and sensitivity to, and celebration of, cultural diversity?

**Does your teaching demonstrate an understanding of child development appropriate to your phase, including common disorders affecting learning and how to address them?**

**Do you address:**

- dyslexia
- dyspraxia
- attention deficit disorder
- Asperger's syndrome (and autism)
- low self-esteem
- depression
- generalised anxiety
- emotional and behavioural difficulties?