|  |  |
| --- | --- |
| Potential barrier | Adaptive Teaching Strategies |
| Difficulty with recording information or literacy barriers | * Provide word banks and picture cards to refer to when writing
* Use of writing frames to help pupils structure their work.
* Scaffold learning to make it accessible for all using templates and sentence openers
* Provide lists of key concepts or vocabulary spelling
 |
| Difficulty with retaining vocabulary | * Use visual prompts to direct children
* Build a subject specific vocabulary guide with illustrations
* Pre-teach key vocabulary and time to recall prior learning
* Use voice recordings, photos, prepared grids etc as evidence of learning.
* Provide word banks that are dual coded (pictures and words)
 |
| Reading | * Reading with a peer who can read to them
* Use ict equipment to upload text and then read for child <https://www.naturalreaders.com/online/>
 |
| Processing questions | * Give opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers
* Prewarned of question so that has time to think.
* Visual prompts
 |
| Use of equipment | * Pre – teach children how to use certain pieces of equipment.
* Name it, explain what it does, model how it can be used or applied.
 |
| Children who struggle with fine/gross motor skills | * Use adapted tools (scissors, pencils) to support fine motor control
 |
| Working and long-term memory | * Reduce the amount of knowledge to be remembered, repeat and display important information
* Use of memory aids- posters, working wall, word banks
* Explanations of complex tasks and concepts are simplified
* Break tasks into manageable chunks and steps
* Now/next sequencing boards to structure thinking for learning and task
 |
| Attention and focusing | * Create a working classroom environment that is calm and simple Eg clear routines, organised workspace
* Use seating and proximity to engage all children- can you access target children? Are children seated in mixed ability groups to encourage all to be involved?
 |