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| 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? |