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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
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| 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
* Provide word banks that are dual coded (pictures and words)
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| Reading | * Reading with a peer who can read to them
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| 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
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| 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
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| 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?
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