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| Potential barrier | Adaptive Teaching Strategies |
| Difficulty with recording information | * Use alternatives to written recording. Eg. Drawing, scribing, word processing, mind maps, digital images, videos, voice recordings * Scaffold learning to make it accessible for all using templates and sentence openers. * Provide topical work banks and picture cards that the learners can point or refer to when explaining scientific processes * Scaffold learning to make it accessible for all. Eg. If writing up the method for their experiment, a learner with barriers to writing could verbally explain it for an adult to scribe, note take or film explaining answers * Prepare tables for children to record information into * Allow the use of templates * Provide lists of key concepts or vocabulary spelling |
| Difficulty with retaining vocabulary | * Use visual prompts to direct children * Give one or two instructions at a time, provide a task planner * 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) * Reduce the amount of material to be remembered and repeat and display important information simplify concepts and tasks * Activities are structured so that children can use available resources such as word banks * Keep instructions short and use visual prompts eg. Lists, diagrams. * Break tasks into manageable chunks and steps * Check in that the child/ren knows what to do. Now/ next/ sequencing boards to structure thinking for learning |
| Reading | * Reading with a peer who can read to them * Adapted text at their reading level so they can fluently read and retrieve information independently * 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 |
| Working and long-term memory | * Reduce the amount of knowledge to be remembered, repeat and display important information * Retrieval practice * Use of memory aids- posters, working wall, provocation areas, word banks * Explanations of complex tasks and concepts are simplified * Activities are structured so that children can use available resources such as word banks * Break tasks into manageable chunks and steps * Now/next sequencing boards to structure thinking for learning |
| 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? * Give pupils a target number of questions to do as a goal – praise when they achieve this. * Use behaviour specific praise so pupils’ behaviour is labelled and they see what they are doing well. |
| Math | * Provide templates to help with drawing tables and graphs * Ask children to talk through what graphs and tables are showing * Represent data in more concrete methods eg. Numicom, concrete graph with resources * Use concrete apparatus to help eg. Number lines * Check mathematical language is understood * Use adaptive scales and equipment which are clearer to process |