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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
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| 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
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| 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/>
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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
* 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
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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?
* 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.
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| 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
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