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| Potential barrier | Adaptive Teaching Strategies |
| Difficulty with attention | * Consider the layout of learning environment * Consider structure of lesson * Give learners a particular role to encourage active participation * Encourage movement breaks when and if necessary. |
| Sensory  needs | * Consider size of group – would learner benefit from a smaller group? * Pupils may wish to listen away from main group * Ear defenders may be used |
| Literacy difficulties | * Provide visual aids for vocabulary – dual coded to support. * Use pictures to respond, graphic scores to represent composition. |
| 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 | * Begin each lesson with a recap of vocabulary learned already * 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 |