

Strategies to remove potential barriers across the curriculum

Potential Barrier	Adaptive Teaching Strategies
Difficulty with recording information	• Use alternatives to written recording. E.g. Drawing, scribing, word processing, mind maps, digital images, videos, voice recordings • Provide word banks and picture cards to refer to when recording • Scaffold learning through teacher modelling to make it accessible for all • Allow the use of templates, writing frames • Allow additional time to complete the work • Provide lists of key concepts or vocabulary spelling • Sentence stems • Use of Language through Colour • Use of adults to scribe pupils' questions and responses • Time given for talking and sharing ideas before recording activities
Difficulty with retaining key information including vocabulary	• Use visual prompts to direct pupils • Give one or two instructions at a time • Build a subject specific vocabulary guide • Pre-teach key vocabulary, then ensure regular exposure to these words • Retrieval practice • Practical and hands on learning • Use voice recordings, photos, prepared grids etc as evidence of learning • Provide word banks that are accessible • Use of sentence stems • Display key vocabulary in the classroom or in pupil workbooks
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 • Work in smaller groups or 1:1 with adult support to read where necessary • Discussion for understanding before moving onto activities • Practice reading aloud
Processing Questions	• Give opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Visual prompts • Prepare pupils to contribute to evaluative sessions and feedforward advice to marking • Encourage pupils to speak in full sentences when responding to questions • Use of sentence stems • Extra time given allowing for plenty of thinking, talking and practising before pupil respond to questions
Working and Long-Term Memory	• Reduce the amount of knowledge to be remembered, repeat and display important information • Retrieval practice and repetition when and where necessary • Use of memory aids- posters, working wall, word banks • Explanations of complex tasks and concepts are simplified • Activities are structured so that children can use available resources such as word banks, templates • Break tasks into manageable chunks and steps • Now/next sequencing boards to structure thinking for learning • Follow teaching sequencing for lessons to ensure consistency • Use of 'Assessment for Learning' to review learning • Simple visuals that avoid cognitive overload • Check that pupils know what they need to do to complete activities

Attention and Focusing	• Create a working classroom environment that is calm and simple E.g. clear routines, visual timetables for the day, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Effectively planning who will be learning partners • Practical and engaging learning opportunities • Scaffolding steps to provide support and remind pupils what to do next • Give pupils roles within the lesson to support what they should be focusing on • Try to teach lessons at the same time each day/week • Repeat questions • Remind pupils to use the 5Bs – Brain, Board, Book, Buddy, Boss • Use of Zones of Regulation
Physical, Hearing and Visual Difficulties	• Use of Makaton • Use of fidget toys to help support focus • Exercise bands to help with sitting on chairs • Positioning in classroom • Adaptive practical resources • Clear worked examples • Hearing Loops in classrooms • Audio instructions • Enlarged resources • Use of technology • Visual modelling from staff • Peer support and guidance
Unable to access age appropriate curriculum	• Use of continuous provision to support access to the curriculum • Use of 1:1 adult support • Adapting curriculum to support learning • Real life experiences • Use of personalised plans
Working Towards Independency	• Clarity of instruction, explanations and modelling are crucial • Provide plenty of opportunity for pupil participation • Carefully scaffold questions to build confidence • Ensure that you and other adults hold back, give thinking time, time to process and talk • Make explicit links to previous learning • Ensure that pupils are familiar with a range of resources they need to use • Provide supportive handouts • Ensure individual is facing the board • Language through Colour • Use of Makaton • Use of Continuous Provision across the Early Years and Key Stage One
Additional Strategies	• Cross-Curricular Approaches • Real-life or replica artefacts to handle and use • Enrichment activities/trips with hands on learning, characters and venues • Visual Timetables • Questioning – Blooms Taxonomy, targeted questions for all abilities, partner talk to allow thinking time, delving deeper by asking 'why or how' they know • Pupil Surveys