

Strategies to remove potential barriers in the curriculum

Subject: Life Skills

Life skills will be accessible for all pupils. The sessions will be discussion based with resources to aid understanding and prompt discussions and thinking. These will include drama and drawing at some times.

There will be no written activities during life skills sessions

Potential barrier	Adaptive teaching to overcome barrier
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Give one or two instructions at a time. Represent each one on a finger • Build a subject specific vocabulary guide • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Practical and hands on learning • Use voice recordings, photos, prepared grids etc as evidence of learning • Provide word banks that are accessible throughout the unit. Encourage children to tick the words that they feel confident with to help target language that still needs support
Reading	Limited independent reading <ul style="list-style-type: none"> • Reading with a peer who can read to them • Adapted text at their reading level so they can fluently read and retrieve information independently
Processing questions	<ul style="list-style-type: none"> • Given opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Working and long-term memory	<ul style="list-style-type: none"> • Reduce the amount of material to be remembered and repeat and display important information • Retrieval practice • Use of memory aids- posters, working wall, provocation areas, word banks • Mental processing and explanations of complex tasks and concepts are simplified • Check in that the child/ren knows what to do • Now/ next/ sequencing boards to structure thinking for learning • Avoid cognitive overload and not rushing through content • Simple visuals that avoid cognitive overload

Attention and focusing	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple. Eg clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Reduce cognitive overload and too much talk • Practical and engaging learning opportunities
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Additional strategies

Working for independence	<p>All pupils should be able to participate in classroom learning and activities. Plan for involvement by:</p> <ul style="list-style-type: none"> - Providing 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 - Colourful semantics
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