

## Art

### Potential barriers:

- Accessing text
- Accessing the written work - research, annotating thoughts and opinions and recording these.
- Accessing the self marking grids
- Some complex language and vocabulary
- Poor working memory - problems with following instructions, dealing with multisyllabic words

### Ideas and strategies to overcome potential barriers:

- Text-to-speech software to access the Internet (ClaroRead, TextHelp)
- Mind-mapping software for planning - (Inspiration, Spark space, Mind Manager)
- Use video camera / dictaphone
- Allow extra time to process information
- List main points for the lesson
- Involve the technician in scheme of work - e.g simplify worksheets / instructions
- Provide student laptops
- Use displays, word banks and lists to help with vocabulary
- Give instructions in small chunks and provide visual support or prompts for memory

## Technology

### Potential barriers:

- Readability problems
- Accessing key words - reading and understanding
- Interactive whiteboard - glare hard to read
- Copying from board
- Recording in writing
- Evaluation forms
- Poor organisation/planning skills
- Poor working memory - problems remembering instructions, particularly multiple instructions
- Use of tools for those with physical co-ordination difficulties

### Ideas and strategies to overcome potential barriers:

- Make text more accessible through spacing out words, large font, visual supports, diagrams
- Provide and explain key words; provide supportive visual displays
- Use of interactive whiteboard - use text boxes and diagrams to break up text; adjust background - (purple background yellow text is popular)
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or provide a photocopy
- Allow student to use alternative methods of recording - peer and group working, mind mapping, cartoon format
- Cloze -procedure activities
- SEN pupil sharing own experience - what would have made things easier for him?
- Prompt sheet to support step-by-step planning
- Give instructions in small chunks and provide visual support or prompts for memory
- Specialist tools

## Modern Foreign Languages

### Potential barriers:

- Learning Spellings - identifying sounds; learning sound-symbol links; identifying words (separation of individual words in the sound stream of speech)
- Reading - particularly reading aloud
- Writing at any length - writing slow and difficult to read
- Interactive whiteboard - glare hard to read
- Copying from the board
- Poor working memory - problems remembering instructions; dealing with multisyllabic words
- Problems with sequencing - using a dictionary; ordering days of the week, months of the year

### Ideas and strategies to overcome potential barriers:

- Multisensory teaching - use visual input, auditory input and lots of activities
- Support to learn spellings
  - e.g. clear teaching of the phonic system of the new language
  - exaggerate sounds in words and word separation
  - look say (visualise) cover write check
  - use of colour for 'tricky bits'
  - lots of visual support e.g practice cards; picture clues for association; charts; text to accompany sounds or words; aide memoires; mnemonics
  - testing each other in pairs
  - focusing on difficult spellings immediately
- Games
- More frequent repetition and practice than peers
- Coloured paper
- Structure writing tasks; use alternative forms of recording e.g tapes, word processing, storyboards, mindmaps
- Make own worksheets, avoid textbooks
- Use of interactive whiteboard - use text boxes and pictures to break up text, adjust background - (purple background yellow text is popular)
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or provide a photocopy
- Slower speed of presentation
- Extra time to answer questions, provide words
- Video sequences

## Science

### Potential barriers:

- Accessing text
- Accessing key words - reading and understanding
- Writing
- Interactive whiteboard - glare hard to read
- Copying from board
- Poor working memory - problems remembering instructions; dealing with multisyllabic words
- Poor organisation/ planning skills
- Reading and recording graphs
- Completing tasks - an expectation of failure developing

### Ideas and strategies to overcome potential barriers:

- Multisensory teaching - use visual input, auditory input and lots of activities
- Simplified text - larger font; use of text boxes and/or colour to separate text; bullet points rather than sentences; labelled diagrams rather than extended text; reduced amount of information generally
- Word walls - to introduce vocabulary and key topic words; visual support for accessing the meaning of vocabulary
- Choose alternative forms of recording: cartoons; storyboards; posters; Powerpoint presentations; videos; dictaphones; dictation to a peer; group tasks - one designated scribe; cloze passage (Cloze Pro software); worksheets on school we
- Use of interactive whiteboard - use text boxes and diagrams to break up text, adjust background - (purple background yellow text is popular)
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or provide a photocopy. At the very least facilitate copying from a nearby source, either another student's book or a copy made by a TA.
- Give instructions in small chunks and provide visual support or prompts for memory
- Prompt sheet to support step by step planning
- Pre-drawn results chart / axes for graphs (gradually reduce)
- Differentiate the expected length of task. Red and green credit card size cards given out so pupils can indicate if they are ok or need help

## Maths

### Potential barriers:

- Accessing vocabulary - the language of Maths (e.g 'difference', 'leaves')
- Language around maths problems - unusual multi cultural names etc.
- Reading Maths problems
- Use of abstract symbols + - x ; fractions
- Problems with sequencing:
  - Remembering the sequence of operations in a procedure
  - Recording in a logical sequence
  - Learning multiplication facts/tables
- Place value (41 and 14 easily confused)
- Poor working memory - problems remembering instructions; dealing with multisyllabic words; problems with mental maths
- Interactive whiteboard - glare hard to read; copying from the board
- Copying from board

### Ideas and strategies to overcome potential barriers:

- Key word lists - visual support for accessing the meaning of vocabulary
- Aids for remembering terminology and symbols - mnemonics
- Supportive visual displays - large number lines; negative numbers (e.g. as a thermometer); fractions and equivalent fractions, etc
- Introduce new concepts in a multisensory way (visual, auditory and practical activities such as using Numicon, Dienes blocks)
- Relate maths to situations in everyday life e.g decimal fractions to currency
- Much more practice and reinforcement than peers
- Learning journals/'check-it-out' books - with key information and prompts
  - Table squares; signs/words for operations; labels for 2D and 3D shapes; relative sizes of fractions
- Squared paper for recording - have available a variety of different sized (particularly larger)squares in work books
- Reinforcement of, and support with layout
- Red and green credit card size cards given out so pupils can indicate if they are ok or need help
- Give instructions in small chunks and provide visual support or prompts for memory
- Use of interactive whiteboard - use text boxes and diagrams to break up text; adjust background - (purple background yellow text is popular)

## Geography

### Potential barriers:

- Accessing text
- Learning subject specific vocabulary
- Recording in writing
- Copying from board
- Poor working memory - problems remembering instructions; dealing with multisyllabic words
- Sequencing difficulties:
  - 6-figure grid references
  - points of the compass
  - bearings
- Completing tasks - an expectation of failure developing

### Ideas and strategies to overcome potential barriers:

- Multisensory teaching - use visual input, auditory input and lots of activities
- Simplify text:
  - larger font; use of text boxes and/or colour to separate text; bullet points rather than sentences; labelled diagrams rather than extended text; reduced amount of information generally
- Key word lists and displays - visual support for accessing the meaning of vocabulary
- Avoid lengthy writing tasks wherever possible
- Choose alternative forms of recording:
  - cartoons; storyboards; posters; Powerpoint presentations; videos; dictaphones; dictation to a peer (group tasks - one designated scribe); cloze passages (Cloze Pro software)
- Mind-mapping - software: 'Open mind', 'Inspiration', '2simple Connect'
- Oral presentations - role plays; debates; teaching other students or groups or whole class
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or photocopy
- Give instructions in small chunks and provide visual support or prompts for memory
- Check-it-out booklets - include left-right reminder; use of mnemonics; visual prompts
- Differentiate the expected length of task - giving realistic targets

## Music

### Potential barriers:

- Accessing text and Italian/French technical musical terms
- Reading music
- Writing: projects, recording homework, copying from board
- Singing from printed lyrics
- Following multiple instructions
- Recording homework
- Noise levels
- Remembering links between lessons

### Ideas and strategies to overcome potential barriers:

- Display key words and pre teach technical terms, provide visual supports
- Pre preparation / pre-tutoring for student
- Label notes on keyboard
- Support with written projects: mind mapping; ICT text -to speech software, voice recognition software...
- Avoid / minimise copying from the board
- ICT facility to produce notation
- Make printed lyrics reader-friendly - pastel paper; enlarge font...
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or photocopy
- Give instructions in small chunks and provide visual support or prompts for memory
- Use of CD/ video clip
- Buddy/paired working where more able writer acts as scribe
- Provide opportunities for quiet working where possible
- Homework on pre-printed sheet

## ICT

### Potential barriers:

- Reading text on screen
- Word processing
- Inaccurate spelling
- Following multiple instructions
- Screen glare, colour, font
- Speed of lesson and of more able peers
- Recording homework
- Assumption that ICT in itself will be a support

### Ideas and strategies to overcome potential barriers:

- Pre-inputted simplified, accessible text
- Text- to- speech software to provide auditory feedback of what student writes or to read instructions on the screen
- Voice recognition software
- Spell checkers
- Cloze-procedure software
- Alter background, colour, reduce glare, provide options for students
- Mind mapping software
- Adapted keyboards; teach and provide practice with typing skills
- Peer/buddy working - careful selection of peer with similar computer skills to avoid taking over completely.
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or photocopy.
- Give instructions in small chunks and provide visual support or prompts for memory
- Homework on pre printed sheet or buddy to act as scribe.



## Drama

### Potential barriers for dyslexic pupils:

- Reading scripts and reading aloud in class
- Lack of visual supports e.g. key words
- Learning lines
- Self esteem - performing
- Following instructions, particularly multiple instructions
- Poor acoustics in drama hall /studio
- Responding in writing
- Recording homework
- Difficulties with self-assessment and evaluation

### Ideas and strategies to overcome potential barriers:

- Never ask a student to read aloud unless you have checked with them first that they are happy to do so and b) they are able to do so. Give students opt-out option for reading / performing
- Pre-preparation / pre-tutoring of student
- Make texts/ scripts more accessible: visual supports; use of highlighter in scripts, simplified scripts; Folens drama scripts
- Provide other non reading /performing roles - e.g. director; set design; lighting
- Give instructions in small chunks and provide visual support or prompts for memory
- Provide key words
- Alternatives to writing : Dictophone for recording ideas; writing frames; cartoons storyboards; posters; Powerpoint presentations; videos; dictaphones; dictation to a peer....
- Peer support - paired/buddy working
- Provide homework on pre-printed sheet
- Simplified self-assessment form

# History

## Potential barriers:

- Accessing text
- Recording in writing
- Copying from board
- Poor working memory - problems following instructions, particularly multiple instructions
- Reading aloud in class
- Completing tasks - an expectation of failure developing
- Source based tasks - choose carefully to ensure text is accessible
- Understanding the principles of coursework marking

## Ideas and strategies to overcome potential barriers:

- Simplify text:  
larger font; use text boxes and/or colour to separate text; bullet points rather than sentences; labelled diagrams rather than extended text; reduced amount of information generally
- Mindmapping presentation by teacher
- Choose alternative forms of recording:  
cartoons; storyboards; posters; Powerpoint presentations; videos; dictaphones; cloze passages (Cloze Pro software)
- Shared writing in groups - one student designated as scribe
- Writing frames - but use as a scaffold and gradually lessen the support. Sometimes involve more fluent writers in generating the writing frames
- Oral presentations - role plays; debates; teaching other students or groups or whole class
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or photocopy
- Give instructions in small chunks and provide visual support or prompts for memory
- Never ask a student to read aloud unless you have checked with them first that they are happy to do so and b) they are able to do so
- Differentiate the expected length of task - giving realistic targets

# English

## Potential barriers:

- Accessing text
- Recording in writing
- Inaccurate spelling
- Copying from board
- Following instructions, particularly multiple instructions
- Reading aloud in class
- Poor organisation/ planning skills
- Completing tasks - an expectation of failure developing

## Ideas and strategies to overcome potential barriers:

- Simplify text:  
larger font; use text boxes and/or colour to separate text; bullet points rather than sentences; labelled diagrams rather than extended text; reduced amount of information generally
- Use of story-tapes; reading with or to a partner who could have a similar level of skill or be more skilled (paired reading) - or maybe even less skilled if your aim is to boost confidence
- Mindmapping presentation by teacher
- Choose alternative forms of recording if writing is not an objective of the task: Cartoons; storyboards; posters; Powerpoint presentations; videos; dictaphones; dictation to a peer; cloze passages (Cloze Pro software)
- Shared writing in groups - one student designated as scribe
- Writing frames - but use as a scaffold and gradually lessen the support. Sometimes involve more fluent writers in generating frames
- Role-play, hot-seating, debates; teaching other students or groups or whole class
- Provide a copy of information if it is needed for future reference - print out from laptop if on an interactive whiteboard, or photocopy. At the very least facilitate copying from a nearby source, either another student's book or a copy made by a TA.
- Give instructions in small chunks and provide visual support or prompts for memory
- Never ask a student to read aloud unless you have a) checked with them first that they are happy to do so and b) they are able to do so
- Differentiate the expected length of task - giving realistic targets

# R.E.

## Potential barriers for dyslexic pupils:

- Accessing text
- Recording in writing
- Inaccurate spelling
- Copying from board
- Following instructions, particularly multiple instructions
- Reading aloud in class
- Poor organisation/ planning skills
- Completing tasks - an expectation of failure developing

## Ideas and strategies to overcome potential barriers:

- Simplify text:  
larger font; use text boxes and/or colour to separate text; bullet points rather than sentences; labelled diagrams rather than extended text; reduced amount of information generally
- Mindmapping presentation by teacher
- Choose alternative forms of recording if writing is not an objective of the task: Cartoons; storyboards; posters; Powerpoint presentations; videos; dictaphones; dictation to a peer; cloze passages
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- Give instructions in small chunks and provide visual support or prompts for memory
- Never ask a student to read aloud unless you have checked with them first that they are happy to do so and b) they are able to do so
- Differentiate the expected length of task - giving realistic targets