


## Adaptations to remove potential barriers in the curriculum Subject: Maths

Potential barrier	Strategies to overcome barrier
Difficulty with vocabulary and its various synonyms	<ul style="list-style-type: none"> <li>• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words.</li> <li>• Display key vocabulary on the working wall (synonyms for add, subtract, multiply, division and equals) or use word mats possibly with symbols to support</li> <li>• Pre teach or re teach key topic vocabulary.</li> </ul>
Difficulty reading	<ul style="list-style-type: none"> <li>• Partner with a child who can read key information to them.</li> <li>• Reduce written information to key words</li> <li>• Use ICT to support – read aloud word documents</li> <li>• Work in a smaller group with a TA.</li> </ul>
Insecure fact knowledge – number bonds, times tables	<ul style="list-style-type: none"> <li>• Retrieval practice as a lesson starter</li> <li>• Additional use of TTRS and Numbots</li> <li>• Think Pink support</li> <li>• Additional homework</li> <li>• Numberstacks intervention</li> </ul>
Needing extra time to process questions	<ul style="list-style-type: none"> <li>• Always allow for plenty of thinking/talking/practise time before asking children to comment or do.</li> <li>• Use dual coding (visual + verbal) to support</li> </ul>
Sequential procedures	<ul style="list-style-type: none"> <li>• Give success criteria – written or visual – to remind children what to do next.</li> <li>• Use task ladder to remind children of steps</li> </ul>
Loss of concentration on a difficult task	<ul style="list-style-type: none"> <li>• Encourage use of manipulatives to solve a problem.</li> <li>• Time is given to implement strategies to gain procedural knowledge using success criteria.</li> <li>• Chunk activities with movement breaks</li> <li>• Scaffolds provided to support – success criteria, access to CT/TA.</li> </ul>

<p>Abstract topics.</p>	<ul style="list-style-type: none"> <li>• Use physical aids (concrete resources)</li> <li>• Use visual aids (pictorial representations)</li> </ul> 
<p>For pupils believed to be Dyslexic</p>	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Cognitive (to give thought process, thinking pattern or mnemonic) and metacognitive think about their own thinking)strategies</li> <li>• Scaffolding</li> <li>• Flexible grouping</li> <li>• Using technology</li> <li>• Consider pupil’s learning preferences recorded in Learning toolkit.</li> </ul>

**Additional strategies**

- Check understanding through careful questioning – allow for partner talk, quiet thinking time and written example.
- Introduce each topic with key language and skills needed.