

Practical Support Strategies to Overcome Barriers to Learning

Support Strategies	1.Literacy	2.Learning	3.Listening/ Attention	4.Speech/ Language	5.Behaviour/ Control	6.Confidence/ Emotion	7.Social Skills/ Communication	8.Organisation	9.Physical	10.Sensory
A	Use of mind map to record key ideas	Concise 2 or 3 part instructions	Ask student to paraphrase instructions	Provision of vocabulary list with opportunities to rehearse	Positive engagement using student name	Immediate feedback on work tasks and approach to learning	Make explicit the implicit! Be aware of literal examples	Use of visual timetable (symbols or colour coded)	Consider seating position, in relation to class room	Provision of materials in alternative font size and colouring
B	Access to peer or adult scribe or reader	Explicit revision of prior learning	Positive praise and engagement via use of name	Summarise tasks using visual prompt cards	Positive rewards system linked to whole school policy	Facilitate peer support via seating plan	Structure group or paired activities	Provide homework instructions at the start of the lesson	Access to support equipment eg: sloping boards (Use of A3 lever arch file)	Seating adjustment according to sensory barrier eg deaf in one ear
C	IT tools to support recording eg: laptop, audio recorder	Practical apparatus (blue tac counters)	Give student a 'role' – active engagement in task	Give visual demonstration of task	Direct engagement via role allocation (positive re-direction)	Ask student to identify what they did well at after each lesson	Use of visual prompts and real life examples	Pictorial and written labels of equipment	Consideration of posture	Ask student to paraphrase work instructions
D	Provide photo copy of homework or task instructions	Visual cues and aids (pictorial task cards)	'Turn to your partner' instructions within class input	Access to peer models/ supporters	Reminder of class rules/ code of conduct to all students	Ensure task appropriate to needs, using must, should, could analysis	Provide advanced notice of change of task or lesson end	Verbal or visual equipment check list	Ensure access to equipment – use of peer partner or LSA to support	Targeted peer support – reader or scribe
E	Provision of key word cards, linked to subject area or topic	Alternative means of recording (peer or adult scribe, IT, pictures,)	Visual prompt cards summarising task	Verbal and written structures to support language eg cloze procedures	Structured choices – this and this needs to be done, but student determines	Positive phone call or text to parent(s)/ Carer(s)	Clarify understand and encourage paraphrasing of instructions	Awareness of writing posture, chair tucked in, 2 feet on floor	Access to alternative means of recording (IT, audio recording)	Repeat core points made by students during class discussion
F	Use of highlighter pen for text work	Peer or small group working	Use of blue tac 'stress ball' to self occupy	Use of powerpoint to structure self presentations	Explicit praise of student to class	Use of rating scale for self assessment	Provide student with a '?' card, to indicate a request for help	Provide pre-prepared formats of graphs, charts etc	Provision of homework instruction on photocopied sheet	Use of appropriate auxiliary aids

Class List identifying Barriers to learning

Name of Student	C of P	Literacy	Learning	Listening/ Attention	Speech/ Language	Behaviour/ Control	Confidence/ Emotion	Social Skills/ Comm	Organisation	Physical	Sensory	Support Strategies