Benington Primary School Barriers to and Solutions for engagement, progress and achievement

Barriers to and solutions for Engagement, Progress and Achievement in Geography/History								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important	• Difficulty in reading maps • Difficulty in reading grid references • Difficulty reading compasses • Staff expertise	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Delay between instruction and task	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting and frustration • Fairness • Organisation of resources • Maintaining attention	• difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval	• Motivation • Participation • Team/partner work • Sharing materials and "air-time"
Solutions Identified: subject lead, SENCO, class-teacher by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class	• Enlarged resources • Training for staff, where appropriate • Subtitles used on videos • Using blue worksheets (or whichever colour helps)	• Alternative ways of recording • Simplification of diagrams • Scaffolded recording	• Pre and re-teaching • Sharing topics on website with parents ahead of topic • Recapping on task before they start • Glossary in book	• Visual representation • Allowing movemet breaks where needed	• Step by step instructions • Allowing movemet breaks where needed	• Word banks • Alternative methods of recording • Glossary in book	• Clear end points • Clear expectations • Modelling and explanations clarity • Careful pairings

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
- For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating