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

| Barriers to and solutions for Engagement, Progress and Achievement in MFL | | | | | | | | |
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| | Hearing Impairment | Visual Impairment | Dyspraxia (fine/ gross motor) | Memory/ processing | ASD | ADHD | Cognition | SEMH |
| **Barriers identified by SENCo/Class teacher** | • Hearing words<br>• Accent<br>• Unfamiliar phonemic sounds | • Seeing resources | • Recording words – especially accents<br>• Physical movements/actions | • Remembering/ recall new vocab | • Noise and movement- over stimulation<br>• sharing equipment<br>• amount of vocab | • Remembering/ recall new vocab | • understanding of process, language<br>• retention/ application of language knowledge to task<br>• recording<br>• vocabulary | • Motivation<br>• Participation<br>• Team/partner work<br>• Sharing materials and "air-time" |
| **Solutions Identified by subject lead, SENCO, Class teacher** | • External advice<br>• Amplification<br>• Audio resources /headphones | • Enlarged resources<br>• Subtitles used on videos<br>• Using blue worksheets (or whichever colour helps) | • Alternative ways to record<br>• Using laptop to record | • Using actions where possible<br>• Learning songs and poems | • Sufficient quiet space<br>• Well planned transitions – ie between carpet and desk<br>• Visual instruction<br>• Worked examples<br>• Noise defenders | • Using actions where possible<br>• Learning songs and poems | • Word/definition bank<br>• Sufficient quiet space<br>• Well planned transitions – ie between carpet and desk | • Clear end points<br>• Clear expectations<br>• Modelling and explanations<br>• Careful pairings<br>• Own materials where appropriate |

- 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

Herts for Learning