

Barriers to and solutions for Engagement, Progress and Achievement in PSHE								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCO/Class teacher	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Filtering noise to hear what is important</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty reading questions</li> <li>• Difficulty seeing the modelled examples</li> <li>• Tracking</li> <li>• Difficulty reading questions, seeing shaded areas, seeing dashed lines</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recording and drawing</li> <li>• Difficulty managing and using a range of resources to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recalling instructions</li> <li>• Difficulty recalling prior learning (long and short term)</li> <li>• Delay between instruction and task</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Understanding cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Fairness</li> <li>• Organisation of resources</li> <li>• Maintaining attention</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/ application of language</li> <li>• knowledge to task remembering vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Participation</li> <li>• Team/partner work</li> <li>• Sharing materials and “air-time”</li> <li>• Having different opinions</li> </ul>
Solutions Identified: subject lead, SENCO, class-teacher by subject co-ordinator	<ul style="list-style-type: none"> <li>• Pictorial representations</li> <li>• Video</li> <li>• Vocab lists and explanations</li> <li>• Position within the class</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged resources</li> <li>• Worksheets photocopied on different coloured paper</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ways to record</li> <li>• Using laptop to record</li> <li>• Shared recording</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and re-teaching</li> <li>• Sharing topics on website with parents ahead of topic</li> <li>• Recapping on task before they start</li> </ul>	<ul style="list-style-type: none"> <li>• Visual representation</li> <li>• Allowing movement breaks where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Step by step instructions</li> <li>• Allowing movement breaks where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Word banks</li> <li>• Alternative methods of recording</li> <li>• Shared recording</li> </ul>	<ul style="list-style-type: none"> <li>• Clear end points</li> <li>• Clear expectations</li> <li>• Modelling and explanations clarity</li> <li>• Careful pairings</li> </ul>
<ul style="list-style-type: none"> <li>• Clarity of instruction, explanations and modelling are crucial</li> <li>• 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</li> <li>• 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.</li> <li>• Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating</li> </ul>								