

Barriers to and solutions for Engagement, Progress and Achievement in PE								
	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>• Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in seeing target</li> <li>• Difficulty in seeing object (ball, shuttlecock etc)</li> <li>• Difficulty navigating space</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Holding bat, racquet, stick</li> <li>• Foot control</li> <li>• Balance</li> <li>• Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• Memorising routines</li> <li>• Use of specific language</li> <li>• Delay between instruction and task results in forgetting</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Too many rules/instructions</li> <li>• Interpreting as unfair</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting and frustration</li> <li>• Fairness</li> </ul>	<ul style="list-style-type: none"> <li>Recall of prior learning</li> <li>Recall of instructions</li> <li>Understanding rules</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in taking turns and sharing</li> <li>• Difficulty with not winning/Succeeding</li> <li>• Difficulty with boundaries</li> </ul>
Solutions Identified: subject lead, SENCO, class-teacher	<ul style="list-style-type: none"> <li>• positioning in learning space</li> <li>• use of communication in print/signals</li> <li>• visual modelling</li> <li>• instruction in classroom before lesson</li> <li>• audio equipment</li> </ul>	<ul style="list-style-type: none"> <li>• ensure use of contrasting balls/beanbags etc</li> <li>• use of tactile, larger balls for throwing catching</li> <li>• peer support</li> <li>• specialist equipment – sound balls</li> </ul>	<ul style="list-style-type: none"> <li>• malleable balls/beanbags make catching easier</li> <li>• make sure that there is some easy-grip on bats</li> </ul>	<ul style="list-style-type: none"> <li>• use of pictorial representation and reduction in verbal instruction</li> <li>• film, photograph of routines to aid recall</li> </ul>	<ul style="list-style-type: none"> <li>• clear structure of lesson with minimal periods of inactivity</li> <li>• absolute clarity of instruction</li> <li>• safe space and safe people identified for learning</li> <li>• consistent expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of rules and expectations</li> <li>• Careful partnerships</li> <li>• Ensure consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>• Careful groupings</li> <li>• Specific rules</li> <li>• Work on resilience</li> <li>• Time out when required</li> </ul>
<ul style="list-style-type: none"> <li>• The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People</li> <li>• Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations</li> <li>• Adaptations should never involve pupils “going into deep field” or just fielding</li> <li>• Care should always be taken when allowing pupils to “pick sides” this can bring huge risks of exclusion and should therefore be avoided</li> <li>• Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion</li> <li>• Don’t forget inhalers</li> <li>• Ensuring that resources for session are available and prepared in advance</li> </ul>								

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
<b>Barriers identified by SENCo/Class teacher</b>	<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 in reading maps</li> <li>• Difficulty in reading grid references</li> <li>• Difficulty reading compasses</li> <li>• Staff expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in recording in writing and diagrams</li> <li>• Cutting out and sticking in</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>• Waiting and frustration</li> <li>• Fairness</li> <li>• Organisation of resources</li> <li>• Maintaining attention</li> </ul>	<ul style="list-style-type: none"> <li>• difficulty in understanding cause and effect</li> <li>• difficulty recording in a way which supports learning and retrieval</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> </ul>
<b>Solutions identified: subject lead, SENCO, class-teacher by subject co-ordinator</b>	<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>• Training for staff, where appropriate</li> <li>• Subtitles used on videos</li> <li>• Using blue worksheets (or whichever colour helps)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ways of recording</li> <li>• Simplification of diagrams</li> <li>• Scaffolded 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> <li>• Glossary in book</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>• Glossary in book</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>

- 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

**Barriers to and solutions for Engagement, Progress and Achievement in Reading**

	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>Hearing distinctions between sounds</li> <li>Difficulty hearing instructions</li> </ul>	<ul style="list-style-type: none"> <li>Reading text</li> </ul>	<ul style="list-style-type: none"> <li>Following the text</li> </ul>	<ul style="list-style-type: none"> <li>Recall of instructions</li> <li>use of specific/unfamiliar vocab</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Being able to stay focused</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty in comprehending what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Finding 1/1 and small group work challenging</li> </ul>
Solutions Identified: subject lead, SENCO , class- teacher teacher	<ul style="list-style-type: none"> <li>Signing</li> <li>Various ways of delivering instructions</li> <li>Amplification of sounds</li> <li>Address acoustics</li> <li>Visual prompts</li> <li>Consider seating position with in the room</li> </ul>	<ul style="list-style-type: none"> <li>Enlarged texts</li> <li>Make sure that children who need glasses are wearing them when required to do so.</li> <li>Consider seating position when using the board</li> <li>Overlays</li> <li>Sound buttons</li> <li>Braille</li> <li>Audio texts</li> </ul>	<ul style="list-style-type: none"> <li>Pairing with another child in guided reading or sitting next to the teacher</li> <li>Helping child to track text when reading 1-1</li> <li>Consider use of card rulers to help child to follow from one line to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Written/visual instructions</li> <li>Repeated instructions for individuals</li> <li>Pre and re teaching</li> </ul>	<ul style="list-style-type: none"> <li>Talking together about what is happening</li> <li>Time to discuss the behaviour of characters within books and how they interact with one another.</li> <li>Be aware of texts where meanings are implied rather than explicit.</li> <li>Explain sayings and idioms for the child</li> </ul>	<ul style="list-style-type: none"> <li>Keeping sessions fast paced and active</li> <li>In guided reading give the child a strategy for following the text such as using a card ruler to follow line by line.</li> <li>Change readers frequently in guided reading</li> <li>Allow children to sit in a position within the room wher distractions are minimised when reading.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing text while reading</li> <li>Encourage children to ask meanings of new words or record them in reading record book to check later.</li> <li>Recap action in class reading books to assist with following a longer story from day to day.</li> </ul>	<ul style="list-style-type: none"> <li>Allowing them to sit next to own choice of child in guided reading</li> <li>Teacher to be aware of texts which may have challenging content or where specific issues are explored or come up in the context of a story.</li> </ul>

- Variety in methods of individual and group reading
- Keeping sessions engaging
- Grouping children sensitively

**Barriers to and solutions for Engagement, Progress and Achievement in Mathematics**

	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 hearing explanation/ instruction</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>• Amount of vocab</li> <li>• Recalling methods</li> <li>• Space between instruction and task</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement- over stimulation</li> <li>• sharing equipment</li> <li>• amount of vocab</li> </ul>	<ul style="list-style-type: none"> <li>• waiting and frustration</li> <li>• turn taking</li> <li>• maintaining attention</li> <li>• recording</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/ application of number knowledge to task</li> <li>• recording</li> <li>• 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> </ul>
Solutions Identified by subject lead SENCO, Class teacher	<ul style="list-style-type: none"> <li>• Pre teaching</li> <li>• Clear worked examples</li> <li>• Vocab lists</li> <li>• Written/ visual instruction/ explanation signing training for staff                             <ul style="list-style-type: none"> <li>• position in the class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged resources</li> <li>• Larger squares in books</li> <li>• Audio instructions</li> <li>• External advice</li> <li>• Worksheets photocopied on different coloured paper</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ways to record</li> <li>• Adapted equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Written/visual instructions</li> <li>• Clear worked examples</li> <li>• Well considered transitions</li> <li>• Computer/ipad access</li> </ul>	<ul style="list-style-type: none"> <li>• Own set of equipment</li> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instruction</li> <li>• Worked examples</li> <li>• Noise defenders</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instruction</li> <li>• Worked examples</li> </ul>	<ul style="list-style-type: none"> <li>• Word/definition bank</li> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instructions</li> <li>• Worked examples, modelled and reorded clearly</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> <li>• Own resources where appropriate</li> </ul>

- 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.
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**Barriers to and solutions for Engagement, Progress and Achievement in MFL**

	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>Hearing words</li> <li>Accent</li> <li>Unfamiliar phonemic sounds</li> </ul>	<ul style="list-style-type: none"> <li>Seeing resources</li> </ul>	<ul style="list-style-type: none"> <li>Recording words – especially accents</li> <li>Physical movements/actions</li> </ul>	<ul style="list-style-type: none"> <li>Remembering/recall new vocab</li> </ul>	<ul style="list-style-type: none"> <li>Noise and movement- over stimulation</li> <li>sharing equipment</li> <li>amount of vocab</li> </ul>	<ul style="list-style-type: none"> <li>Remembering/recall new vocab</li> </ul>	<ul style="list-style-type: none"> <li>understanding of process, language</li> <li>retention/application of language knowledge to task</li> <li>recording</li> <li>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> </ul>
Solutions Identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> <li>External advice</li> <li>Amplification</li> <li>Audio resources /headphones</li> </ul>	<ul style="list-style-type: none"> <li>Enlarged resources</li> <li>Subtitles used on videos</li> <li>Using blue worksheets (or whichever colour helps)</li> </ul>	<ul style="list-style-type: none"> <li>Alternative ways to record</li> <li>Using laptop to record</li> </ul>	<ul style="list-style-type: none"> <li>Using actions where possible</li> <li>Learning songs and poems</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient quiet space</li> <li>Well planned transitions – ie between carpet and desk</li> <li>Visual instruction</li> <li>Worked examples</li> <li>Noise defenders</li> </ul>	<ul style="list-style-type: none"> <li>Using actions where possible</li> <li>Learning songs and poems</li> </ul>	<ul style="list-style-type: none"> <li>Word/definition bank</li> <li>Sufficient quiet space</li> <li>Well planned transitions – ie between carpet and desk</li> </ul>	<ul style="list-style-type: none"> <li>Clear end points</li> <li>Clear expectations</li> <li>Modelling and explanations</li> <li>Careful pairings</li> <li>Own materials where appropriate</li> </ul>

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Barriers to and solutions for Engagement, Progress and Achievement in Computing								
	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 hearing explanation/ instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Size of screen</li> <li>• Contrast confusing</li> </ul>	<ul style="list-style-type: none"> <li>• Mouse control</li> <li>• Keyboard precision</li> <li>• Seating and positioning</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of vocab</li> <li>• Recalling methods</li> <li>• Space between instruction and task</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement- over stimulation</li> <li>• sharing equipment</li> <li>• amount of vocab</li> </ul>	<ul style="list-style-type: none"> <li>• waiting and frustration especially when technology doesn't work as planned</li> <li>• turn taking</li> <li>• maintaining attention</li> <li>• recording</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/ application of language knowledge to task</li> <li>• 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> </ul>
Solutions identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> <li>• Clear worked examples</li> <li>• Vocab lists</li> <li>• Written/ visual instruction/ explanation</li> <li>• signing training for staff where appropriate</li> <li>• position in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Enabling accessibility features</li> <li>• Changing resolution</li> <li>• Considering colours</li> <li>• Reduce glare</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative devices</li> <li>• Larger keyboard</li> <li>• Enlarged cursor to aid tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Written/visual instructions</li> <li>• Clear worked examples</li> <li>• Well considered transitions</li> <li>• Repeating instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Own set of equipment where possible</li> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instruction</li> <li>• Worked examples</li> <li>• Noise defenders</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instructions</li> <li>• Worked examples</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete resources such as beebots</li> <li>• Word/definition bank</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> <li>• Own resources/working alone where appropriate</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>								

**Barriers to and solutions for Engagement, Progress and Achievement in Science**

	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</li> <li>• Vocab</li> <li>• Managing practical investigations/ interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Navigating classroom</li> <li>• Managing resources and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Managing physical resources particularly “fiddly bits” such as crocodile clips in circuits</li> <li>• Difficulty recording</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• Remembering key facts and vocab</li> <li>• Retaining focus</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement-over stimulation</li> <li>• sharing equipment</li> <li>• amount of vocab</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting and frustration especially when experiments don’t work as planned</li> <li>• turn taking</li> <li>• maintaining attention</li> <li>• recording</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/ application of language knowledge to task</li> <li>• 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> </ul>
Solutions identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> <li>• Positioning in classroom</li> <li>• Visuals such as photos diagrams and practical examples</li> </ul>	<ul style="list-style-type: none"> <li>• positioning</li> <li>• colour coding</li> <li>• adapted resources</li> <li>• pre-experience/pre-teach</li> <li>• Ensure position in the class where the child can easily see the board or the demo.</li> </ul>	<ul style="list-style-type: none"> <li>• adapted equipment</li> <li>• alternative ways of recording e.g photos of the investigation</li> <li>• paired work</li> <li>• Dictated writing with teacher as scribe</li> </ul>	<ul style="list-style-type: none"> <li>• visual representation and recording</li> <li>• video and pictorial instructions</li> <li>• pre-post teach</li> <li>• well prepared resources</li> <li>• Recap prior learning</li> <li>• Reference to glossary page in science book</li> </ul>	<ul style="list-style-type: none"> <li>• Own set of equipment where possible</li> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instruction</li> <li>• Worked examples</li> <li>• Noise defenders</li> <li>• Knowing prior to group work who they will be working with</li> <li>• Vocabulary list / word bank</li> <li>• Discussion of definitions and ambiguous vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instructions</li> <li>• Worked examples</li> <li>• Writing frames</li> <li>• Photo recording</li> <li>• Pre write the LI</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete resources where possible</li> <li>• Glossary in books</li> <li>• Use of a vocabulary or word bank</li> <li>• Support with recording such as teacher scribe</li> <li>• Practical tasks wherever possible</li> <li>• Discussion of what they are learning</li> <li>• Photo recording</li> <li>• Vary methods of recording ( labels, captions, true/false, sequencing etc</li> <li>• Break tasks into small steps</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> <li>• Own resources/ working alone where appropriate</li> <li>• Opportunities to write questions privately to give to teacher especially when covering difficult subjects such as human reproduction</li> </ul>

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Barriers to and solutions for Engagement, Progress and Achievement in English								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
<b>Barriers identified by SENCo/Class teacher</b>	<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 Qs</li> <li>• Difficulty seeing the modelled examples</li> <li>• Tracking</li> <li>• Difficulty reading q's, 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>• 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 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> </ul>
<b>Solutions identified: subject lead, SENCO, class-teacher by subject co-ordinator</b>	<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> <li>• Visual instructions such as sequenced pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged resources</li> <li>• Worksheets photocopied on different coloured paper</li> <li>• Position within class e.g when using the board</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ways to record</li> <li>• Using laptop to record</li> <li>• Variety of writing tools e.g different pencils</li> <li>• Pencil grips</li> <li>• Wider lined paper if needed</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> <li>• Checking in on children during the lesson to make sure that they are on track</li> </ul>	<ul style="list-style-type: none"> <li>• Visual representation</li> <li>• Allowing movement breaks where needed</li> <li>• Check understanding of the task before starting.</li> <li>• Make sure that instructions are not ambiguous.</li> <li>• Provide models of expected outcome where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Step by step instructions</li> <li>• Allowing movement breaks where needed</li> <li>• Check understanding of instructions before starting a task</li> <li>• Allow children to use a laptop for extended pieces of writing if this helps</li> </ul>	<ul style="list-style-type: none"> <li>• Word banks</li> <li>• Alternative methods of recording</li> <li>• Repeating instructions</li> <li>• Explaining unusual or ambiguous vocabulary</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>								



Barriers to and solutions for Engagement, Progress and Achievement in RE								
	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	<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>• Minimal amounts 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>								

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>• Worsheets 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 movemet breaks where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Step by step instructions</li> <li>• Allowing movemet 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>

- 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

**Barriers to and solutions for Engagement, Progress and Achievement in Art/DT**

	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</li> <li>• Vocabulary</li> <li>• Managing practical interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Navigating classroom</li> <li>• Managing resources and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Managing physical resources particularly “fiddly bits” such as cutting and sewing</li> <li>• Difficulty recording</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• Remembering key facts and vocab</li> <li>• Retaining focus</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement- over stimulation</li> <li>• sharing equipment</li> <li>• amount of vocab</li> </ul>	<ul style="list-style-type: none"> <li>• waiting and frustration especially when art doesn’t look as planned</li> <li>• turn taking</li> <li>• maintaining attention</li> <li>• recording</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/ application of language knowledge to task</li> <li>• 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> </ul>
Solutions Identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> <li>• Positioning in classroom</li> <li>• Soundfield</li> <li>• visuals</li> </ul>	<ul style="list-style-type: none"> <li>• positioning</li> <li>• adapted resources</li> <li>• pre-experience/pre-teach</li> </ul>	<ul style="list-style-type: none"> <li>• alternative ways of recording</li> <li>• prepared resources such as pre-threaded needles, cut out resources</li> </ul>	<ul style="list-style-type: none"> <li>• visual representation and recording</li> <li>• video and pictorial instructions</li> <li>• well prepared resources</li> </ul>	<ul style="list-style-type: none"> <li>• Own set of equipment where possible</li> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instruction</li> <li>• Worked examples</li> <li>• Noise defenders</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instructions</li> <li>• Worked examples</li> </ul>	<ul style="list-style-type: none"> <li>• Word/definition bank</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> <li>• Own resources/working alone where appropriate</li> </ul>

- 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

**Barriers to and solutions for Engagement, Progress and Achievement in Music**

	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>Identifying sounds</li> <li>Unfamiliar sounds</li> <li>Difficulty coping with multiple sounds</li> </ul>	<ul style="list-style-type: none"> <li>Seeing resources</li> <li>Seeing conductor</li> </ul>	<ul style="list-style-type: none"> <li>Using instruments</li> <li>Physical movements/ actions</li> </ul>	<ul style="list-style-type: none"> <li>Remembering/ recalling new vocab</li> <li>Remembering and processing instructions</li> </ul>	<ul style="list-style-type: none"> <li>Noise and movement- over stimulation</li> <li>sharing equipment</li> <li>amount of vocab</li> </ul>	<ul style="list-style-type: none"> <li>Remembering/ recall new vocab</li> </ul>	<ul style="list-style-type: none"> <li>understanding of process, language</li> <li>retention/ application of language knowledge to task</li> <li>vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Participation</li> <li>Team/partner work</li> <li>Sharing instruments and “air-time”</li> </ul>
Solutions identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> <li>External advice</li> <li>Amplification</li> <li>Audio resources /headphones</li> </ul>	<ul style="list-style-type: none"> <li>Enlarged resources</li> <li>Subtitles used on videos</li> <li>Using blue worksheets (or whichever colour helps)</li> <li>audible or tactile beat</li> </ul>	<ul style="list-style-type: none"> <li>Adapted instruments</li> <li>Additional clear, physical guidance on how to move/play</li> </ul>	<ul style="list-style-type: none"> <li>Using actions where possible</li> <li>Instruction frames</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient quiet space</li> <li>Well planned transitions – ie between carpet and desk</li> <li>Visual instructions</li> <li>Noise defenders</li> </ul>	<ul style="list-style-type: none"> <li>Using actions and movement where possible and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Word/definition bank</li> <li>Sufficient quiet space</li> <li>Well planned transitions – ie between carpet and desk</li> </ul>	<ul style="list-style-type: none"> <li>Clear end points</li> <li>Clear expectations</li> <li>Modelling and explanations</li> <li>Careful pairings</li> <li>Own instruments where appropriate</li> </ul>

- 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

**Barriers to and solutions for Engagement, Progress and Achievement in EYFS**

	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>Hearing distinctions between sounds</li> <li>Difficulty hearing instructions</li> </ul>	<ul style="list-style-type: none"> <li>Reading text</li> </ul>	<ul style="list-style-type: none"> <li>Following the text</li> </ul>	<ul style="list-style-type: none"> <li>Recall of instructions</li> <li>use of specific/unfamiliar vocab</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Being able to stay focused</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty in comprehending what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Finding 1/1 and small group work challenging</li> </ul>
Solutions Identified: subject lead, SENCO, class-teacher teacher	<ul style="list-style-type: none"> <li>Signing</li> <li>Various ways of delivering instructions</li> <li>Amplification of sounds</li> <li>Address acoustics</li> <li>Visual prompts</li> <li>Consider seating position with in the room</li> </ul>	<ul style="list-style-type: none"> <li>Enlarged texts</li> <li>Make sure that children who need glasses are wearing them when required to do so.</li> <li>Consider seating position when using the board</li> <li>Overlays</li> <li>Sound buttons</li> <li>Braille</li> <li>Audio texts</li> </ul>	<ul style="list-style-type: none"> <li>Pairing with another child or sitting next to the teacher</li> <li>Helping child to track text</li> <li>Consider use of card rulers to help child to follow from one line to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Written/visual instructions</li> <li>Now and next cards</li> <li>Repeated instructions for individuals</li> <li>Pre and re teaching</li> </ul>	<ul style="list-style-type: none"> <li>Talking together about what is happening</li> <li>Time to discuss</li> <li>Be aware of texts where meanings are implied rather than explicit.</li> <li>Explain sayings and idioms for the child</li> </ul>	<ul style="list-style-type: none"> <li>Keeping sessions fast paced and active</li> <li>Allow children to sit in a position within the room where distractions are minimised.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing task</li> <li>Encourage children to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Allowing them to sit next to own choice of child</li> <li>Teacher to be aware of activities which may have challenging content or where specific issues are explored or come up in the context of a story.</li> </ul>

- Variety in methods of individual and group tasks
- Keeping sessions engaging
- Grouping children sensitively

