Barriers to and solutions for Engagement, Progress and Achievement in PE

- The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People
- Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations
- Adaptations should never involve pupils "going into deep field" or
- Care should always be taken when allowing pupils to "pick sides" this can bring huge risks of exclusion and should therefore be avoided
- Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion
- Don't forget inhalers
- Ensuring that resources for session are available and accessible

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear	• Difficulty in seeing target • Difficulty in seeing object (ball, shuttlecock etc) • Difficulty navigating space	• Throwing and catching • Holding bat, racquet, stick • Foot control • Balance • Spatial awareness	• Recall of instructions • Memorising routines • Use of specific language • Delay between instruction and task results in forgetting	• Noise and movement – overstimulating • Sharing space and equipment with others • Too many rules/ • instructions • Interpreting as unfair	• Waiting + frustration • Fairness • Understanding of instructions	• Recall of prior learning • Recall of instructions • Understanding rules	• Difficulty in taking turns and sharing • Difficulty with not winning/ Succeeding • Difficulty with boundaries

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified subject co-ordinator, SENCO and class-teacher	• Positioning in learning space • Use of communication in print/signals • Visual modelling • Use of videos and/or instruction in classroom before lesson • Audio equipment checked • Encourage to copy role model	• Ensure use of contrasting balls/beanbags etc • Talk directly to child • Allow student to explore if equipment has been rearranged • Use of tactile boards so that they can map out layout of the room • Use a sound target • Be verbal use left and right – don't use hand gestures • Use of tactile, larger balls for throwing catching • Peer support (rotate buddies) • Allow more bounces (for example) • Gently physically move child at the same time as giving instructions • Use neon tape to map out areas	• malleable balls/beanbags make catching easier • make sure that there is some easy grip on bats	• use of pictorial representation and reduction in verbal instruction • film, photograph of routines to aid recall • Teach skills one by one	• clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning • Ear defenders if needed	• Pre-teaching of rules and expectations • Careful partnerships • Use of	• Pre-teaching • Pictorial representations • Teach skills one by one	• Careful groupings • Specific rules • Work on resilience

Barriers to and solutions for Engagement, Progress and Achievement in Geography

- 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 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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary.	• Difficulty in reading maps • Difficulty in reading grid references • Reading compasses • Staff expertise • May struggle with contrasting colours on the board	• Difficulty in recording in writing and diagrams • Cutting out and sticking in • Finishing work	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting + frustration • Fairness • Organisation of resources • Maintaining attention • Sitting still	• 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"

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations/dictionaries so words can be revised • Position within the class • Simple instructions • Task planners • Use of signing of needed • Ensure mini- mic is working and check hearing aids daily	•Enlarged resources •Knowledge/graphic organisers •Technology for recording •Training for staff •Use of Braille if needed •Separate screen linked to whiteboard •Speak directly to child •Peer support (vary the peer)	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams	• Knowledge/graphic organisers • Pre and reteaching • Colourful semantics • Use of symbols • Task planners • Word banks • Access to printed PowerPoints to refer back.	• Visual representation • Knowledge/graphic organisers • Clear end points • Clear expectations • Modelling and explanations clarity • Movement breaks • Break down task into small chunks (Boxed up planning) • Visual timetable/now and next • Use of sensory toys – blu tac on the carpet • Practical learning • Ear defenders if needed	• Knowledge/graphic organisers • Step by step instructions • Clear end points • Modelling and explanations clarity • Movement breaks • Break down task into small chunks (Boxed up planning) • Visual timetable/now and next • Use of sensory/fiddle toys – e.g., blu tac on the carpet • Practical learning • Standing desk	• Knowledge/graphic organisers • Dual coding • Word banks • Alternative methods of recording pictures/recording cloze procedures • Task plan	• Clear end points • Clear expectations • Modelling and explanations clarity • Movement breaks • Break down task into small chunks (Boxed up planning) • Visual timetable/now and next • Use of sensory toys – blu tac on the carpet • Practical learning • Simple instructions.

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

- Variety in methods of recorded what is known/learned
- Be aware that children with ASC may need whole word reading (Precision Teaching) as blending and segmenting is difficult and they memorise each sound as a separate unit.
- Children with Dyslexia often have good comprehension skills if they have the test read to them
- Ensure that books are interesting to children bear in mind that their decoding skills may be in line with a child who is of a younger age, but they will be too mature for books suited to this age. Rapid readers are good for this.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Hearing distinctions between sounds and blending and segmenting • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary • Difficulty with comprehension	• Reading text • May struggle with contrasting colours on the board	• Difficulty following with a finger • Eye tracking weakness • Sequencing and organising • Missing words • Reluctance to read aloud • Limited concentration • Comprehension • Speech difficulties and phonological processing • Planning difficulties • Difficulty copying from the board	• Recall of instructions • use of specific/unfamiliar vocab • comprehension and retelling	• Decoding words • Phonics, they may not be able to blend and need whole word reading • Comprehension especially inference and deduction	• Concentration • Comprehension	• Dyslexia • Will struggle with decoding • Comprehension may be good – but word reading is too slow to allow good understanding • Anxiety and lack of confidence	• Confidence and self esteem • Unable to focus • May not want to read

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator, SENCO, Class teacher	• Signing if needed • Amplification of sounds • Address acoustics • Vocab lists and explanations/dictionaries so words can be revised • Position within the class • Simple instructions • Task planners • Ensure mini- mic is working and check hearing aids daily • Interventions to actively teach relevant vocabulary • Additional phonics and spelling input of needed	• Enlarged texts • Overlays • Sound buttons • Audio texts Enlarged resources • Technology for recording • Training for staff • Use of Braille if needed • Separate screen linked to whiteboard • Speak directly to child • Peer support (vary the peer)	• Colourful semantics • Extra phonics • Sensitivity – don't ask to read to class • Support with tracking text – use a ruler • Speech therapy • Support with planning • Comprehension practice • Have LO on a sticker and have print out of the board next to child	• Written/visual instructions • Pre and re teaching	• May recognise letters and not be able to blend and segment – may need whole word reading approach • Breaks • Adult support • Comprehension practice focus on how to infer • Precision teaching	• May need a fiddle toy • Standing desk • May need to move and listen • Planned movement breaks • Ensure that books related to specific interest	• Catch up programme • Read aloud to the child to develop comprehension and allow enjoyment • Regular reading • Adult support • Precision teaching and phonics	• Ensure that book is of interest • Support with reading if needed • Movement breaks • Short tasks

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

- Children will have strong areas e.g., shape even if they find other areas of maths difficult
- They will need to be able to access concrete resources ideally independently
- Worked examples will be helpful for children especially one on their desk as they may find it hard to refer to working walls
- Children with autism may be really good at 'sums' and times tabled facts, but find it hard to problem solve

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty hearing explanation/ Instruction • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem Difficulty with vocabulary.	• Difficulty reading Qs • Difficulty seeing the modelled examples • Tracking • Difficulty reading q's, seeing shaded areas, seeing dashed lines • May struggle with contrasting colours on the board	• Difficulty recording and drawing • Difficulty managing and using a range of resources to complete tasks	• Amount of vocab • Recalling methods • Space between instruction and task	• Noise and movement- over stimulation • sharing equipment • amount of vocab	• waiting and frustration • turn taking • maintain attention • recording	• understanding of process, lang • retention/ application of number knowledge to task • recording • vocabulary	• Failure to complete task • Frustration if task is too difficult

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator, SENCO, Class teacher	• Signing if needed • Amplification of sounds • Address acoustics • Vocab lists and explanations • Position within the class • Simple instructions • Task planners • Ensure mini- mic is working and check hearing aids daily • Interventions to actively teach relevant vocabulary • Visuals and worked examples • Working wall access	• Enlarged resources • Adapted equipment • Larger squares in books • Audio instructions • Enlarged texts • Technology for recording • Training for staff • Use of Braille if needed • Separate screen linked to whiteboard • Speak directly to child • Peer support (vary the peer)	• Alternative aways to record computer, whiteboard and copy, photos • Adapted equipment • Set sums out in books for the child if needed so that they can stay organised	• Written/visual instructions • Clear worked examples • Well considered transitions • Audio instructions • Computer/iPad access	• Own set of equipment • Sufficient quiet space • Well planned transitions – i.e., between carpet and desk • Visual instruction • Worked examples • Movement breaks • Now and next/visual timetable • Ear defenders if needed	• Sufficient quiet space • Well planned transitions – i.e., between carpet and desk • Visual instruction • Worked examples • Modelling • Movement breaks • Now and next/visual timetable	• Word/definition bank • Sufficient quiet space • Well planned transitions – i.e., between carpet and desk • Visual instruction • Worked examples • Use of concrete resources (Numicon, cubes, counters Dienes etc.) • Set suns out in books for the child if needed so that they can stay organised	• Visual steps • Pre and post teach • 1:1 support • Modelled examples • Differentiation if appropriate so that child is successful • Movement breaks • Now and next/visual timetable

Barriers to and solutions for Engagement, Progress and Achievement in MFL								
• Implications for those children who are already speaking two languages • Ensure that children have lots of opportunities to speak and practice less about recording for children who find this difficult								
	Hearing Impairment	**Visual Impairment**	**Dyspraxia (fine/ gross motor)**	**Memory/ processing**	**ASC**	**ADHD**	**Cognition**	**SEMH**
Barriers identified by SENCo/Class teacher	• Hearing words • Accent • Unfamiliar phonemic sounds • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary Confidence	• Seeing resources • May struggle with contrasting colours on the board	• Recording words – especially accents • Physical movements/actions	• Remembering/ recall new vocabulary	• Noise (singing) • Difficulty processing language • Sensory overload	• Remembering/ recall new vocab • Focus in lessons	• Recalling new vocabulary • Difficulties with reading and writing in home language	• Focus • Motivation • Frustration/self esteem

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator, SENCO, Class teacher	•External advice •Amplification •Audio resources /headphones • Pictures with matched words • Position within the class • Simple instructions • Task planners • Use of signing of needed • Ensure mini- mic is working and check hearing aids daily •	•Enlarged texts •Overlays •Sound buttons •Audio texts Enlarged resources •Technology for recording •Training for staff •Use of Braille if needed •Separate screen linked to whiteboard •Speak directly to child •Peer support (vary the peer)	• Different ways of recording • Use of sentence builders • Use of technology for recording • Using movement finding objects	• Signing • Actions • Visuals – dual coding • Pre teaching • overlearning	• Ear defenders if needed • Use of technology for recording • Oral work- limit need for recording • Use of scribe • Matching pictures to words • Choosing pictures in response to words	• Signing • Actions • Visuals – dual coding • Using movement finding objects	• Different ways of recording • Use of sentence builders • Pictures and words matching • Use of technology for recording • Build confidence • Oral work- limit need for recording • Use of scribe	• Praise and encouragement • Movement breaks

	Barriers to and solutions for Engagement, Progress and Achievement in Computing							
	• This is often very motivating for children with SEN and they may need warnings and the use of timers to finish • Some with SEN will take time to log on and it may be quicker to do this for them, or give log in details on a card							
	Hearing Impairment	**Visual Impairment**	**Dyspraxia (fine/ gross motor)**	**Memory/ processing**	**ASC**	**ADHD**	**Cognition**	**SEMH**
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • Being able to hear videos and the teacher	• Size of screen • May struggle with contrasting colours on the board • Size of font	• Mouse control • Keyboard precision • Seating and positioning • Logging on	• Remembering log in details • Following instructions • Remembering tasks	• Following instructions – may be on own agenda • Logging off when asked • Concentration • Motor skills	• Following instructions – may be on own agenda • Logging off when asked • Concentration • Motor skills	• Retaining information • Remembering log in details • Following instructions • Remembering tasks • Not being able to access the task	• Following instructions – may be on own agenda • Logging off when asked • Concentration

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator, SENCO, Class teacher	• Pictorial representations to refer to • Vocab lists and explanations/dictionaries so words can be revised • Position within the class • Simple instructions • Task planners • Use of signing of needed • Ensure mini- mic is working and check hearing aids daily • Use of headphones to cut out background noise • Quiet space to work in the classroom	• Enabling accessibility features • Changing resolution • Considering colours • Reduce glare • Use of Braille if needed • Separate screen linked to whiteboard for whole class teaching • Speak directly to child • Peer support (vary the peer) • Use adult/peer to support if outside	• Alternative devices • Larger keyboard • Enlarged cursor to aid tracking	• Keep tasks short • Visual instructions • Have log in details available • Use QR codes	• Visual step by step instructions • Use of timer • Support or large keyboard for motor skills • Ear defenders if needed	• Movement breaks • Clear rules and timetable • Use of timer	• Concrete resources such as beebots • Log on for child, or offer support • Supportive pairs	• Rest/movement breaks if appropriate • Use of timer for finishing • Ensure supportive pairs are appropriate – role model

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

- Safety and risk assessments should be in place for practical lessons with children's behaviour/sensory needs in mind
- Ensure correct adult ratios or do experiments in small groups
- Use of word banks support understanding of new vocabulary for all children

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions • Vocab • Managing practical investigations/ interactions • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • Awareness of safety	• Reading • Navigating classroom • Managing resources and equipment • May struggle with contrasting colours on the board	• Managing physical resources particularly "fiddly bits" such as crocodile clips in circuits • Difficulty recording	• Recall of instructions • Remembering key facts and vocab • Retaining focus	• Specific interests • Attention span • Fine motor skills • Managing physical resources particularly "fiddly bits" such as crocodile clips in circuits • Difficulty recording	• Concentration span • Safety regarding impulsive behaviour	• Understanding • Recording • Retaining information	• Making links to prior learning • Resilience/fear of failure.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator, SENCO, Class teacher	• Positioning in classroom • Visuals Pictorial representations • Video • Vocab lists and explanations/dictionaries so words can be revised • Position with role model for safety • Task planners • Use of signing of needed • Ensure mini- mic is working and check hearing aids daily	• Positioning • Colour coding • Adapted resources • Pre-experience/pre-teach • Enlarged texts • Extra support during practical experiments • Technology for recording (voice to text) • Training for staff • Separate screen linked to whiteboard • Speak directly to child • Peer support (vary the peer) • Use adult/peer to support if outside	• Adapted equipment • Alternative ways of recording	• Task planner • Visual representation and recording • Video and pictorial instructions • Pre-post teach • Well prepared resources	• Ear defenders if needed • Hands on approach • Support with practical lessons • Fine motor skills supported • Approach with interests in mind • Drawing and labelling • Sentence starters • Visuals • Step by step instructions	• Practical lessons • Movement breaks • Visuals • Step by step instructions • Assess risks and support accordingly	• Revisit prior learning • Pre-teach and post teach • Ways of recording – cloze label diagrams, record, pictures • Knowledge organisers	• Revisit prior learning • Pre-teach and post teach • Ways of recording – cloze label diagrams, record, pictures • Knowledge organisers • Praise • Movement breaks • Visuals • Adult support

Barriers to and solutions for Engagement, Progress and Achievement in History

- 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 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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary.	•Difficulty in reading •May struggle with contrasting colours on the board	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting + 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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class Pictorial representations • Vocab lists and explanations/dictionaries so words can be revised • Position within the class • Simple instructions • Task planners • Use of signing of needed • Ensure mini- mic is working and check hearing aids daily	• Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff • Use of audio to record or revisit learning • Recoding responses via a scribe	• Knowledge/ graphic organisers • Alternative ways of recording • Simplification of diagrams • Support with fine motor skills e.g., pencil grips • Instructions broken down into small chunks • Use of visual	• Knowledge/graphic organisers • Dual coding • Pre and reteaching • Simplifying work	• Visual representation • Knowledge/graphic organisers • Now and next. • Quiet area for child – workstation • Ear defenders if needed	• Knowledge/graphic organisers • Step by step instructions • Dual coding	• Knowledge/graphic organisers • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations clarity • Realistic expectations • Record then reward (now and next)

Barriers to and solutions for Engagement, Progress and Achievement in PSHE

- 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 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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary.	• May struggle with contrasting colours on the board	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) •	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • May struggle with empathy	• Waiting + 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"

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Position within the class • Vocab lists and explanations/dictionaries so words can be revised • Simple instructions • Task planners • Use of signing of needed • Ensure mini- mic is working and check hearing aids daily	• Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams	• Knowledge/graphic organisers • Dual coding • Pre and reteaching	• Visual representation • Knowledge/graphic organisers • Ear defenders if needed • Teaching explicit recognition of feelings • Matching pictures of feelings • Use of social stories	• Knowledge/graphic organisers • Step by step instructions • Dual coding	• Knowledge/graphic organisers • Dual coding • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations clarity • Be sensitive with certain subjects

	Barriers to and solutions for Engagement, Progress and Achievement in RE							

- 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 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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary	• May struggle with contrasting colours on the board	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) •	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting + 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"

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class • Vocabulary lists • Check hearing aids and mini mic • Pre and post teaching	•Enlarged resources •Knowledge/graphic organisers •Technology •Training for staff •Coloured screen/own screen for whole class teaching	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Use of plasticine	• Knowledge/graphic organisers • Pre and reteaching • Cloze procedures • Use of word processor • Use of video for stories	• Visual representation • Knowledge/graphic organisers • Ear defenders if needed • Timers • Visuals now and next •	• Knowledge/graphic organisers • Step by step instructions • Adapt stories to interests	• Knowledge/graphic organisers • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations clarity

Barriers to and solutions for Engagement, Progress and Achievement in Art

- Clarity of instruction, explanations and modelling are crucial
- Be aware of safety with the use of materials
- Support motor planning for children with certain types of SEN
- Provide explicit skill teaching for those who need it
- Ensure that children can see success
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Focus during noisy activities • Low self esteem • Difficulty with vocabulary.	• Difficulty in reading grid references • 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)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • Interest in topics • Sensory issues	• Waiting + 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" • Confidence and fear of failure

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class • Place near the teacher for support	•Enlarged resources •Knowledge organisers •Technology if needed •Training for staff •Colour aids	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Practise skills • Step by step instructions or modelled with an adult • Supportive partner • Specialised equipment e.g., scissors	• Knowledge/graphic organisers • Dual coding • Pre and reteaching • Visuals • Repetition	• Visual representation • Knowledge/graphic organisers • Focus on a particular interest if this motivates them • Headphones • Calming music • Own equipment • Own space • Rest breaks • Ear defenders if needed • Be aware of sensory issues – do not force to touch certain items	• Knowledge/graphic organisers • Step by step instructions • Visuals • Pre-teaching of skills	• Knowledge/graphic organisers • Dual coding • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations clarity • Celebrate successes • Display board

Barriers to and solutions for Engagement, Progress and Achievement in DT

- Clarity of instruction, explanations and modelling are crucial
- Be aware of safety with the use of materials and tools – extra supervision may be needed
- Support motor planning for children with certain types of SEN
- Provide explicit skill teaching for those who need it
- Ensure that children can see success
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating
- Adapt to go with interests of the children

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • Particular attention to safety in practical activities	• May struggle with contrasting colours on the board	• Difficulty in recording in writing and diagrams • Cutting out and sticking in • Use of tools	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting + frustration • Fairness • Organisation of resources • Maintaining attention • Safety with using resources	• 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"

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class	• Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff • Extra supervision when using tools	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Hand over hand support in practical lessons if needed	• Knowledge/graphic organisers • Pre and reteaching • Step by step instructions	• Visual representation • Knowledge/graphic organisers • Ear defenders if needed • Support for motor skills may be needed • Be aware of food issues tasting • Be aware of sensory issues – do not force to touch certain items	• Knowledge/graphic organisers • Step by step instructions	• Knowledge/graphic organisers • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations • Extra supervision when using tools

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

- Clarity of instruction, explanations and modelling are crucial
- Some children with SEN maybe overwhelmed by noise, some may thrive and enjoy
- Allow children to shine if this is a strength and use as a motivator

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary.	• May struggle with contrasting colours on the board	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect	• Waiting + 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"

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class	• Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff • Tactile keyboards	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Physical support with instruments	• Knowledge/graphic organisers • Pre and reteaching	• Visual representation • Knowledge/graphic organisers • Ear defenders if needed	• Knowledge/graphic organisers • Step by step instructions • Extra supervision may be needed • Timers for when to stop	• Knowledge/graphic organisers • Word banks • Alternative methods of recording • Support for understanding instructions	• Clear end points • Clear expectations • Modelling and explanations clarity • Groupings need to be carefully chosen • Timers for when to stop

Barriers to and solutions for Engagement, Progress and Achievement in Phonics

- Clarity of instruction, explanations and modelling are crucial
- For many pupils with SEND, it is 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.
- Practical/multisensory lessons help
- Be aware that children with ASC may need whole word reading (Precision Teaching), as blending and segmenting is difficult, and they memorise each sound as a separate unit.
- Consistency is key – Monster Phonics addresses this
- Home reading is also key – parental engagement is vital

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Hearing the sounds incidentally (will need more direct input as they won't absorb sounds and words from normal conversations/experiences)	• May struggle with contrasting colours on the board	• Difficulty in recording in writing •	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • Ear defenders if needed	• Waiting + 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"

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC	ADHD	Cognition	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Video • Vocab lists and explanations • Position within the class • Colour coded sounds and displays • Use of mirrors to see the sound formed	• Enlarged resources • Technology • Training for staff • Colour coded sounds digraphs	• Alternative ways of recording Cutting out and sticking • Use of clay/writing in sand trays, big chalks on the pavement • Use of whiteboards • Clear scheme	• Pre and reteaching • Matching and memory games • Pairs • Use of computer games (squeebles) • Trace letters • Supportive pairs	• May recognise letters and not be able to blend and segment – may need whole word reading approach	• Need short bursts of teaching with movement breaks	• Memory and matching games • Go through phases as an intervention • Older children use the SPLD assessment	• Need success • May need to use simpler texts and other ways to read and apply phonics – Top Trumps/games movement games – cross the river etc