

Broom Barns Primary School



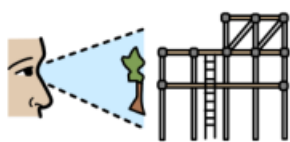
Ordinarily Available Provision and Adaptive Teaching in Curriculum Areas

This section describes the provision that should be provided for all children and young people – ordinarily available provision. The strategies, approaches to teaching, and adaptations to the learning environment included in this section will enable providers to create a positive, supportive and inclusive environment that promotes high expectations and aspiration for all children and young people, including those with SEND.

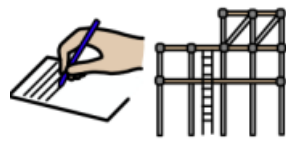
Adaptive Teaching



Verbal
Scaffolds



Visual
Scaffolds



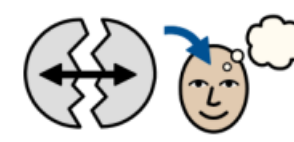
Written
Scaffolds



Extending



Modelled
Examples



Chunked
Learning



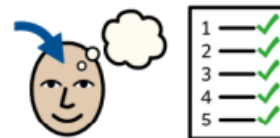
Processing
Time



Differentiated
Instruction



Guided
Work



Learning
Checklists



Sensory
Circuits



Sensory
Breaks



Concrete
Resources



Technology



Differentiated
Teaching



Small Group
Intervention



Social
Stories



Flexible
Grouping

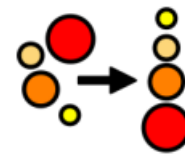
Inclusive Environments



Quiet
Space



Visual
Schedules



Clutter
Free



Visual
Timeline



Word
Mats



Seating
Arrangements



Appropriate
labelling



Accessible
Resources

Section 2

While high quality inclusive teaching including the approaches to teaching and adaptations to the learning environment described in section one will meet the needs of most children and young people, some, including those with SEND, may require a more targeted approach.

This section details how specific curriculum areas may be adapted to meet individual needs.

For children and young people with SEND these should be set out in a written plan that is agreed with the child or young person and their parent/carers and reviewed at least three times a year.

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

	Communication Needs	SEMH	Social communication/ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty learning new vocabulary • Difficulty building grammatically correct sentences to record learning • May struggle with articulating thoughts and ideas. • Difficulty storing auditory information. 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” 	<ul style="list-style-type: none"> • Sensory stimulus may be overstimulating • Sharing space and equipment with others • Understanding cause and effect • May become distracted by finer details/outside stimuli. • May struggle to organise tasks • Lack of empathy with other (ie other cultures). • May struggle to visualise • Difficulty learning new vocabulary 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Understanding rules. • Use of subject specific language. • Remembering routines. • Becomes disruptive /withdrawn when cannot access the learning. 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking • In role play, spatial awareness • Difficulty in writing/ recording ideas as slow at writing • Illegible handwriting that can't be read back as poor pencil control due to fine motor skills • Safety during fieldwork – more likely to suffer injury • Fine motor control difficulties in using technical equipment. 	<ul style="list-style-type: none"> • Waiting and frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher /peers • Difficulty in filtering noise – especially where noise cannot be controlled ie during fieldwork. • Difficulty in picking out key words 	<ul style="list-style-type: none"> • Difficulty in reading maps • Difficulty in reading grid references • Difficulty in seeing the IWB. • Difficulty in seeing small font/images • Difficulties seeing as a result of glare from lights. • Difficulty seeing colours. • Difficulty in using a compass and globe.
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	<ul style="list-style-type: none"> • Graphic organisers • Pre-learning/over-learning key vocabulary and concepts. • Task planners to break instructions/tasks down. 	<ul style="list-style-type: none"> • Good mistakes celebrated and work on resilience. • Individualised praise techniques. • Clear end points and expectations. • Visual representation of consistent rules and routines. • Careful pairing during group-work. 	<ul style="list-style-type: none"> • Safe space & people to support learning – talk partners. • No ambiguous language used for instructions /exposition. • Use role play to make an experience concrete. • Use of task planners to break down tasks. • Use modelled tasks. • Pre-learning and over-learning of key concepts and vocabulary. • Ear defenders, movement breaks, seating positions to avoid affects of sensory stimuli. • Post-its to give key concepts. • Clear start and end to tasks. 	<ul style="list-style-type: none"> • Graphic organisers • Dual coding • Pre and re-teaching • Position within class (discuss with pupil). • Role play and concrete experiences • Precision teaching. • Pictorial display of rules and classroom expectations. • Vocabulary displayed in classroom and in front of pupil. • Timeline of day. • Talk partners to support ideas. • Task planners to break down tasks into manageable steps. • Post-its to remind key words//concepts. • Scribe to reduce cognitive load. • Use of talk cards to remember own ideas. • Use of a writing slope • Use of coloured overlays. 	<ul style="list-style-type: none"> • Graphic organisers • Alternative ways of recording • Simplification of diagrams • Position within class (discuss with pupil). • Ensure child has space in order to move safely. • Use of scribe when generating ideas. • Pencil/pen grips. • Mind maps etc to record ideas/ take notes. • Use of larger scale equipment where possible. • Simplification of diagrams. • Scaffolded recording • Alternative recording. 	<ul style="list-style-type: none"> • School rules clearly reinforced. • Regular prompts. • Movement breaks. • Use role play to make an experience concrete. • Clear start and end to tasks. • Use of task planners. 	<ul style="list-style-type: none"> • Pictorial representations • Video • Include subtitles • Vocabulary lists and explanations • Use contrasting colours to make key words stand out. • Pre-learn vocabulary • Position within class (discuss with pupil) • Use of sound field system 	<ul style="list-style-type: none"> • Enlarged resources • Graphic organisers • Position within class (discuss with pupil). • Screens to be clearly presented and with appropriate background. • Coloured overlays for texts. • Enlarged print. • Use of highly contrasting colours. • Interactive/speaking globe. • VI compass. • Use of technology to support equipment ie enlarged maps on a tablet. • Scribe to reduce cognitive load.

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	Does not have language concepts associated with time (first/next).	Struggles with making mistakes. Feels unhappy/cross/worried/nervous about learning/ being in school.	Feelings of in justification. Misconceptions & misunderstanding of ideas /instructions. Lack of empathy for historical figures/wars etc	Recall of prior learning. Remembering instructions/ rules. Understanding rules. Use of subject specific language. Remembering routines. Becomes disruptive when cannot access the learning.	In role play, spatial awareness. Difficulty in writing/ recording ideas as slow at writing. Illegible handwriting that can't be read back as poor pencil control due to fine motor skills.	Waiting to share ideas. Concentration. Lack of empathy for historical figures/wars etc	Difficulty in hearing what the teacher says. Awareness of acoustics in halls/outdoors.	Difficulty in seeing the writing on the Interactive board. Unable to access black and white print on paper. Font too small on text for pupil to read.
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	Timelines on the table.	Good mistakes celebrated and work on resilience. Pre-teaching of vocabulary. Individual reward systems. Planned group work.	Safe space & people to support learning – talk partners. No ambiguous language used for instructions/exposition. Use role play to make an experience concrete.	Pre-teaching of vocabulary. Role play. Precision teaching. Pictorial display of rules and classroom expectations. Vocabulary displayed in classroom. Timeline of day. Talk partners to support ideas.	Ensure child has space in order to move safely. Use of scribe when generating ideas. Pencil/pen grips. Mind maps etc to record ideas/ take notes.	School rules clearly reinforced. Regular prompts. Movement breaks. Use role play to make an experience concrete.	Positioning of seating in order to hear delivery/ instructions. Use hand gestures/signals to direct.	Screens to be clearly presented and with appropriate background. Coloured overlays for texts. Enlarged print.

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty learning new vocabulary • Difficulty building grammatically correct sentences to express opinions • May struggle with articulating thoughts and ideas. • Difficulty storing auditory information • May find talking to a partner, or in a group challenging 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and talking time 	<ul style="list-style-type: none"> • Understanding cause and effect • May become distracted by finer details/outside stimuli. • May struggle to organise tasks • Lack of empathy with other (i.e. other cultures). • May struggle to visualise • Difficulty learning new vocabulary • May find talking to a partner, or in a group challenging • May struggle to accept opinions of others 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Understanding rules. • Use of subject specific language. • Remembering routines. • Becomes disruptive /withdrawn when cannot access the learning. 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking • In role play, spatial awareness • Difficulty in writing/ recording ideas as slow at writing • Illegible handwriting that can't be read back as poor pencil control due to fine motor skills 	<ul style="list-style-type: none"> • Waiting and frustration • Struggling to understand fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher /peers • Difficulty in filtering noise – especially where noise cannot be controlled i.e. during group work or talking partner time • Difficulty in picking out key words and using them 	<ul style="list-style-type: none"> • Difficulty in seeing the IWB. • Difficulty in seeing small font/images • Difficulties seeing as a result of glare from lights. • Difficulty seeing colours. • Difficulty in seeing resources
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	<ul style="list-style-type: none"> • Pre-teaching/over teaching • Choice of groups/pairings with peers they feel comfortable with • Closed questions to check for understanding 	<ul style="list-style-type: none"> • Good mistakes celebrated • Resilience praised • Individualised praise techniques. • Clear end points and expectations. • Visual representation of consistent rules and routines. • Careful pairing during group-work. 	<ul style="list-style-type: none"> • Safe space & people to support learning – talk partners. • Clear instructions broken into steps • Use role play to make an experience concrete. • Ear defenders • movement breaks, • Clear start and end to tasks. 	<ul style="list-style-type: none"> • Role play and concrete experiences • Talk partners to support ideas. • Task planners to break down tasks into manageable steps. • Post-its to remind key words//concepts. • Scribe to reduce cognitive load. • Use of talk cards to remember own ideas. • Use of a writing slope • Use of coloured overlays. • Word banks • Pre-teaching/re-teaching 	<ul style="list-style-type: none"> • Position within class (discuss with pupil). • Ensure child has space in order to move safely. • Use of scribe when generating ideas. • Pencil/pen grips. • Mind maps etc to record ideas/ take notes. • Alternative recording. 	<ul style="list-style-type: none"> • School rules clearly reinforced. • Regular prompts. • Movement breaks. • Use role play to make an experience concrete. • Clear start and end to tasks. 	<ul style="list-style-type: none"> • Pictorial representations • Videos • Include subtitles • Vocabulary lists and explanations • Pre-learn vocabulary • Position within class (discuss with pupil) 	<ul style="list-style-type: none"> • Enlarged resources • Position within class (discuss with pupil). • Screens to be clearly presented and with appropriate background. • Coloured overlays for texts. • Enlarged print. • Use of highly contrasting colours. • Scribe to reduce cognitive load.

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCO/Class teacher	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty learning new vocabulary • Difficulty building grammatically correct sentences to express opinions • May struggle with articulating thoughts and ideas. • Difficulty storing auditory information • May find talking to a partner, or in a group challenging 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and talking time 	<ul style="list-style-type: none"> • Understanding cause and effect • May become distracted by finer details/outside stimuli. • May struggle to organise tasks • Lack of empathy with other (i.e. other cultures). • May struggle to visualise • Difficulty learning new vocabulary • May find talking to a partner, or in a group challenging • May struggle to accept opinions of others 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Understanding rules. • Use of subject specific language. • Remembering routines. • Becomes disruptive /withdrawn when cannot access the learning. 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking • In role play, spatial awareness • Difficulty in writing/ recording ideas as slow at writing • Illegible handwriting that can't be read back as poor pencil control due to fine motor skills 	<ul style="list-style-type: none"> • Waiting and frustration • Struggling to understand fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher /peers • Difficulty in filtering noise – especially where noise cannot be controlled i.e. during group work or talking partner time • Difficulty in picking out key words and using them 	<ul style="list-style-type: none"> • Difficulty in seeing the IWB. • Difficulty in seeing small font/images • Difficulties seeing as a result of glare from lights. • Difficulty seeing colours. • Difficulty in seeing resources
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	<ul style="list-style-type: none"> • Pre-teaching/over teaching • Choice of groups/pairings with peers they feel comfortable with • Closed questions to check for understanding 	<ul style="list-style-type: none"> • Good mistakes celebrated • Resilience praised • Individualised praise techniques. • Clear end points and expectations. • Visual representation of consistent rules and routines. • Careful pairing during group-work. 	<ul style="list-style-type: none"> • Safe space & people to support learning – talk partners. • Clear instructions broken into steps • Use role play to make an experience concrete. • Ear defenders • movement breaks, • Clear start and end to tasks. 	<ul style="list-style-type: none"> • Role play and concrete experiences • Talk partners to support ideas. • Task planners to break down tasks into manageable steps. • Post-its to remind key words//concepts. • Scribe to reduce cognitive load. • Use of talk cards to remember own ideas. • Use of a writing slope • Use of coloured overlays. • Word banks • Pre-teaching/re-teaching 	<ul style="list-style-type: none"> • Position within class (discuss with pupil). • Ensure child has space in order to move safely. • Use of scribe when generating ideas. • Pencil/pen grips. • Mind maps etc to record ideas/ take notes. • Alternative recording. 	<ul style="list-style-type: none"> • School rules clearly reinforced. • Regular prompts. • Movement breaks. • Use role play to make an experience concrete. • Clear start and end to tasks. 	<ul style="list-style-type: none"> • Pictorial representations • Videos • Include subtitles • Vocabulary lists and explanations • Pre-learn vocabulary • Position within class (discuss with pupil) 	<ul style="list-style-type: none"> • Enlarged resources • Position within class (discuss with pupil). • Screens to be clearly presented and with appropriate background. • Coloured overlays for texts. • Enlarged print. • Use of highly contrasting colours. • Scribe to reduce cognitive load.

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

	Communication Needs	SEMH	Social communication/ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty learning new vocabulary • Difficulty building grammatically correct sentences to record and verbalise learning • May struggle with articulating thoughts and ideas. • Difficulty storing auditory information. 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Lack of empathy for different cultures • Sharing materials and turn taking 	<ul style="list-style-type: none"> • Sensory stimulus may be overstimulating • Sharing space and equipment with others • Understanding cause and effect • May become distracted by finer details/outside stimuli. • May struggle to organise tasks • Lack of empathy with other (ie other cultures). • May struggle to visualise • Difficulty learning new vocabulary 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Understanding rules. • Use of subject specific language. • Remembering routines. • Becomes disruptive /withdrawn when cannot access the learning. 	<ul style="list-style-type: none"> • Difficulty in recording in writing • Cutting out and sticking • In role play, spatial awareness • Difficulty in writing/ recording ideas as slow at writing • Illegible handwriting that can't be read back as poor pencil control due to fine motor skills 	<ul style="list-style-type: none"> • Waiting and frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher /peers • Difficulty in filtering noise – especially where noise cannot be controlled • Difficulty in picking out key words • Difficulty in hearing correct pronunciation and accent 	<ul style="list-style-type: none"> • Difficulty in reading words/ seeing visuals • Difficulty in seeing the IWB. • Difficulty in seeing small font/images • Difficulties seeing as a result of glare from lights. • Difficulty seeing colours.
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	<ul style="list-style-type: none"> • Graphic organisers • Pre-learning/over-learning key vocabulary and concepts. • Task planners to break instructions/tasks down. • Knowledge organisers 	<ul style="list-style-type: none"> • Good mistakes celebrated and work on resilience. • Individualised praise techniques. • Clear end points and expectations. • Visual representation of consistent rules and routines. • Careful pairing during group-work. • Real/visual experiences of different culture. 	<ul style="list-style-type: none"> • Safe space & people to support learning – talk partners. • No ambiguous language used for instructions /exposition. • Use role play to make an experience concrete. • Use of task planners to break down tasks. • Use modelled tasks. • Pre-learning and over-learning of key concepts and vocabulary. • Ear defenders, movement breaks, seating positions to avoid effects of sensory stimuli. • Post-it's to give key concepts. • Clear start and end to tasks. • Opportunity to learn in a quieter area. • Use technology to support learning (ie French computer programmes) 	<ul style="list-style-type: none"> • Graphic organisers • Dual coding • Pre and re-teaching • Position within class (discuss with pupil). • Role play and concrete experiences • Precision teaching. • Pictorial display of rules and classroom expectations. • Vocabulary displayed in classroom and in front of pupil. • Talk partners to support ideas. • Task planners to break down tasks into manageable steps. • Post-it's to remind key words//concepts. • Scribe to reduce cognitive load. • Use of talk cards to remember own ideas. • Use of a writing slope • Use of coloured overlays. 	<ul style="list-style-type: none"> • Graphic organisers • Alternative ways of recording • Position within class (discuss with pupil). • Ensure child has space in order to move safely. • Use of scribe when generating ideas. • Pencil/pen grips. • Mind maps etc to record ideas/ take notes. • Simplification of diagrams. • Scaffolded recording • Alternative recording. 	<ul style="list-style-type: none"> • School rules clearly reinforced. • Regular prompts. • Movement breaks. • Use role play to make an experience concrete. • Clear start and end to tasks. • Use of task planners. 	<ul style="list-style-type: none"> • Pictorial representations • Video • Include subtitles • Vocabulary lists and explanations • Use contrasting colours to make key words stand out. • Pre-learn vocabulary • Position within class (discuss with pupil) • Use of sound field system • Use of technology – headphones to give amplification • Use of BSL/LSF 	<ul style="list-style-type: none"> • Enlarged resources • Graphic organisers • Position within class (discuss with pupil). • Screens to be clearly presented and with appropriate background. • Coloured overlays for texts. • Enlarged print. • Use of highly contrasting colours. • Interactive/speaking technology • Scribe to reduce cognitive load.

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

	Communication Needs	SEMH	Social communication/ASD	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	Attention and listeningADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty learning new vocabulary • Difficulty building grammatically correct sentences to record and verbalise learning • May struggle with articulating thoughts and ideas. • Difficulty storing auditory information. • Remembering and understanding narratives • Difficulty understanding abstract concepts such as imagery. • Cognitive load when writing. 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” • Lack of empathy for different cultures 	<ul style="list-style-type: none"> • Sensory stimulus may be overstimulating • Sharing space and equipment with others • Understanding cause and effect • May become distracted by finer details/outside stimuli. • May struggle to organise tasks • Lack of empathy with other (ie other cultures). • May struggle to visualise • Difficulty learning new vocabulary 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Understanding rules. • Use of subject specific language. • Remembering routines. • Becomes disruptive /withdrawn when cannot access the learning. 	<ul style="list-style-type: none"> • Difficulty in recording in writing • Cutting out and sticking • In role play, spatial awareness • Difficulty in writing/ recording ideas as slow at writing • Illegible handwriting that can't be read back as poor pencil control due to fine motor skills 	<ul style="list-style-type: none"> • Waiting and frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher /peers • Difficulty in filtering noise – especially where noise cannot be controlled • Difficulty in picking out key words • Difficulty in hearing correct pronunciation 	<ul style="list-style-type: none"> • Difficulty in reading words/ seeing visuals • Difficulty in seeing the IWB. • Difficulty in seeing small font/images • Difficulties seeing as a result of glare from lights. • Difficulty seeing colours.
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	<ul style="list-style-type: none"> • Graphic organisers • Pre-learning/over-learning key vocabulary and concepts. • Task planners to break instructions/tasks down. • Knowledge organisers • Visual representations of abstract concepts. • Story planners – visual • Use of talking cards to remember ideas/ sentences. • Modelled sentences • Sentence starters • Role play • Colour coding/ dual coding • Pre-reading of texts • Use of visuals/pictures while reading texts • Use of film to accompany texts. 	<ul style="list-style-type: none"> • Good mistakes celebrated and work on resilience. • Individualised praise techniques. • Clear end points and expectations. • Visual representation of consistent rules and routines. • Careful pairing during group-work. • Real/visual experiences of different culture. • Support with emotion vocabulary to describe character/ mood/ setting. 	<ul style="list-style-type: none"> • Safe space & people to support learning – talk partners. • No ambiguous language used for instructions /exposition. • Use role play to make an experience concrete. • Use of task planners to break down tasks. • Use modelled tasks. • Pre-learning and over-learning of key concepts and vocabulary. • Ear defenders, movement breaks, seating positions to avoid affects of sensory stimuli. • Post-its to give key concepts. • Clear start and end to tasks. • Opportunity to learn in a quieter area. • Support with emotion vocabulary to describe character/ mood/ setting. 	<ul style="list-style-type: none"> • Graphic organisers • Dual coding • Pre and re-teaching • Position within class (discuss with pupil). • Role play and concrete experiences • Precision teaching. • Pictorial display of rules and classroom expectations. • Vocabulary displayed in classroom and in front of pupil. • Talk partners to support ideas. • Task planners to break down tasks into manageable steps. • Post-its to remind key words//concepts. • Scribe to reduce cognitive load. • Use of talk cards to remember own ideas. • Use of a writing slope • Use of coloured overlays. • Use of laptop for written tasks. 	<ul style="list-style-type: none"> • Graphic organisers • Alternative ways of recording • Position within class (discuss with pupil). • Ensure child has space in order to move safely. • Use of scribe when generating ideas. • Pencil/pen grips. • Mind maps etc to record ideas/ take notes. • Scaffolded recording • Alternative recording. 	<ul style="list-style-type: none"> • School rules clearly reinforced. • Regular prompts. • Movement breaks. • Use role play to make an experience concrete. • Clear start and end to tasks. • Use of task planners. • Brain breaks • See ASC and SEMH support where appropriate. 	<ul style="list-style-type: none"> • Pictorial representations • Video • Include subtitles • Vocabulary lists and explanations • Use contrasting colours to make key words stand out. • Pre-learn vocabulary • Position within class (discuss with pupil) • Use of sound field system • Use of technology – headphones to give amplification • Use of BSL 	<ul style="list-style-type: none"> • Enlarged resources • Graphic organisers • Position within class (discuss with pupil). • Screens to be clearly presented and with appropriate background. • Coloured overlays for texts. • Enlarged print. • Use of highly contrasting colours. • Interactive/speaking technology • Scribe to reduce cognitive load.

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty learning new vocabulary • Difficulty building grammatically correct sentences to record and verbalise learning • May struggle with articulating thoughts and ideas. • Difficulty storing auditory information. • Remembering and understanding • Difficulty understanding abstract mathematical concepts. Cognitive load when recording 	<ul style="list-style-type: none"> • Poor learning behaviours. • Motivation • Participation • Team/partner work • Sharing materials and "air-time" • Fear of failure. 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • understanding of process, language • retention/ application of number knowledge to task • recording • vocabulary 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking 	<ul style="list-style-type: none"> • Remaining focused on maths learning. • waiting and frustration • turn taking • Recording 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers 	<ul style="list-style-type: none"> • Difficulty in reading word problems • Difficulty in reading power points
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	<ul style="list-style-type: none"> • Pre-learning/over-learning key vocabulary and maths concepts • Task planners to break instructions/tasks down • Visual representations of abstract concepts. • Modelled sentences • Sentence starters • Use of visuals/manipulatives • Worked models 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Careful pairings • Own resources where appropriate 	<ul style="list-style-type: none"> • Own set of equipment • Sufficient quiet space • Well planned transitions – i.e. between carpet and desk • Visual instruction • Worked examples • Noise defenders 	<ul style="list-style-type: none"> • Word/definition bank • Sufficient quiet space • Well planned transitions – i.e. between carpet and desk • Visual instructions • Worked examples, modelled and recorded clearly 	<ul style="list-style-type: none"> • Alternative ways to record • Adapted equipment 	<ul style="list-style-type: none"> • Sufficient quiet space • Well planned transitions – i.e. between carpet and desk • Visual instruction • Worked examples 	<ul style="list-style-type: none"> • Pre teaching • Clear worked examples • Vocab lists • Written/ visual instruction/ explanation signing training for staff position in the class 	<ul style="list-style-type: none"> • Enlarged resources • Larger squares in books • Audio instructions • External advice • Worksheets photocopied on different coloured paper

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	<p>Understanding instructions for investigations</p> <p>Effectively using scientific language</p> <p>Difficulty remembering what has been taught</p>	<p>Difficulty sharing or taking turns during investigations</p> <p>Routine changes can cause anxious feelings – e.g. learning walks, visitors, trips, new equipment</p>	<p>Difficulty in processing instructions</p> <p>Difficulty in concentration</p> <p>Can't cope with noise levels</p> <p>Can't cope when everyone is moving around too much</p>	<p>Difficulty in talking about the learning</p> <p>Difficulty in remembering any prior learning</p> <p>Difficulty ordering own instructions</p> <p>Difficulty remembering how to use equipment that has been modelled for them</p> <p>Difficulty understanding/remembering how to use scientific vocabulary</p>	<p>Difficulty holding/using scientific equipment</p> <p>Difficulty in writing/ recording results</p> <p>Handwriting issues where child cannot read their own predictions/hypotheses for their investigation</p>	<p>Difficulty in sitting in one place for too long</p> <p>Easily distracted</p> <p>Distracted from listening to instructions</p> <p>Some lessons make me nervous / excited / angry when everyone is moving around too much</p>	<p>Difficulty in hearing what is being said</p> <p>Difficulty in hearing instructions</p>	<p>Difficulty in seeing the board or reading resources</p> <p>Difficulty in recording data/results</p> <p>Difficulty in seeing small reaction changes or other findings within investigations</p>
Solutions identified by subject co-ordinator, SENCO, Class Teacher	<p>Visual word maps on tables</p> <p>Star words</p> <p>Instructions to include diagrams</p> <p>Recap learning at the beginning of lessons</p> <p>Use of practical resources to be modelled by CT</p>	<p>Need reminding about taking turns</p> <p>Should be told the order of the lesson, pre-warned if changed are happening to the usual routine of science lessons</p>	<p>Give time to process instructions</p> <p>Give instructions in small chunks</p> <p>Regular brain breaks</p> <p>Ear defenders</p> <p>Remove from the environment for a break, then return</p>	<p>Visual reminders</p> <p>Pre and reteaching</p> <p>Classroom displays</p> <p>Class timeline</p> <p>Word mats</p> <p>Star words</p>	<p>Pathways around tables should be clear to prevent tripping</p> <p>Clear modelling of any equipment to be used</p> <p>Lines in books may need to be a brighter colour</p> <p>If a major barrier, graph templates and table templates to be given to ensure child can still record their data/results</p>	<p>Movement breaks</p> <p>Fidget toys</p> <p>Reminders of good listening and learning behaviours</p> <p>Good reward system</p>	<p>Pictorial representations</p> <p>Clarity of instructions</p> <p>Seating position</p>	<p>Larger fonts</p> <p>Videos will have subtitles</p> <p>Seating position</p> <p>Recording data could involve an alternative method, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording</p>

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	Difficulty in understanding new words and language for the lesson and key vocabulary linked to learning objectives or commands when using devices	<ul style="list-style-type: none"> •Poor learning behaviours. •Motivation •Participation •Team/partner work •Sharing materials and “air-time” •Fear of failure 	Give time to process instructions Give instructions in small chunks Regular brain breaks Ear defenders Remove from the environment for a break, then return	<ul style="list-style-type: none"> •Understanding of process, language •Retention/ application of number knowledge to task •Recording •Vocabulary 	Difficulties of using keyboard and mouse Difficulties to remember or follow instructions due to a poor attention span	<ul style="list-style-type: none"> •Remaining focused on learning. •waiting and frustration •turn taking •Recording 	Difficulty in hearing what is being said Difficulty in hearing instructions	<ul style="list-style-type: none"> •Difficulty in seeing small font/images •Difficulties seeing because of glare from lights. •Difficulty seeing colours. •Difficulty in seeing the IWB.
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	Pre-learning/over-learning key vocabulary and concepts. Recap learning of the previous lesson. Instructions are given clearly as a class and there is an opportunity to go through misconceptions.	<ul style="list-style-type: none"> •Individualised praise techniques. •Clear end points and expectations. •Careful pairings 	Opportunity to learn in a quieter area. Support with emotion vocabulary to describe character/ mood/ setting. Give time to process instructions Give instructions in small chunks Regular brain breaks Ear defenders	Talk partners to support ideas. Task planners to break down tasks into manageable steps. Pre and re-teaching	<ul style="list-style-type: none"> •Alternative ways to record •Adapted equipment 	<ul style="list-style-type: none"> •School rules clearly reinforced. •Regular prompts. •Movement breaks. •Clear start and end to tasks. 	<ul style="list-style-type: none"> •Pre teaching •Clear worked examples •Vocab lists •Use of technology – headphones to give amplification. •Pictorial representations 	Making font larger. Speech recognition. Position within class (discuss with pupil).

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	Difficulty in understanding new words and language for the lesson and key vocabulary linked to learning objectives.	Can feel anxious. Sharing materials and "air-time". May go off task, as they do not understand what has been asked of them. Motivation. Participation. Difficulty in doing something new.	Difficulty in understanding instructions. Difficulty in explaining their ideas. (For example their plans). May find concentrating difficult if too much is going on.	Remembering vocabulary. Understanding of process, language. Retention/ application of language. Difficulty in remembering any prior learning.	Difficulty in managing physical resources, such as scissors, sewing. Difficulty in recording plans, diagrams and evaluations.	Difficulty in sitting in one place for too long. Turn taking. Maintaining attention. Recording. Getting frustrated if they are unable to carry-out instructions.	Difficulty in hearing what is being said. Difficulty in hearing instructions. Vocabulary. Managing practical interactions.	Difficulty in seeing the board or reading resources. Difficulty in recording their plan or evaluation. Navigating classroom. Managing resources and equipment.
Solutions Identified by subject co-ordinator, SENCO, Class Teacher	Key vocabulary are displayed and explained or available in some other way. They should be used throughout the lesson. Recap learning of the previous lesson. Instructions are given clearly as a class and there is an opportunity to go through misconceptions. Use of practical equipment should be modelled by class teacher.	Discussions beforehand of the order of the lesson and told if change will be happening, e.g. practical lessons may take place in the dining room. Clear end points. Modelling and explanations. Need reminding about taking turns and safety of equipment.	Give time to process instructions. Give simple instructions. Ear defenders. Remove from the environment for a break if apparent it is too much for them. Be given time to share ideas with others. Regular brain breaks.	Visual reminders. Pre and re-teaching. Classroom displays. Visual timeline. Key vocabulary displayed.	Pen and pencil grips. Alternative ways of recording. prepared resources such as pre-threaded needles, cut out resources. Clear modelling of any equipment to be used.	Movement breaks. Sufficient quiet space. Well planned transitions. Visual instructions. Worked examples. Reminders of good listening and learning behaviours. Good reward system.	Pictorial representations. Clarity of instructions. Seating position.	Adapted resources. Videos will have subtitles. Seating position. Recording data could involve an alternative method, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording. pre-experience/pre-teach

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	Difficulty in understanding new words and language for the lesson and key vocabulary linked to learning objectives	Can feel worried and nervous Difficulty in answering questions Difficulty in doing something new	Difficulty in processing instructions Difficulty in concentration Can't cope with noise levels Can't cope when everyone is moving around too much	Difficulty in talking about the learning Difficulty in remembering any prior learning	Difficulty in playing musical instruments eg holding bows, beaters etc	Difficulty in sitting in one place for to long Easily distracted	Difficulty in hearing what is being said Difficulty in hearing instructions Difficulty in hearing music and the musical instruments they are playing	Difficulty in seeing the board or reading resources
Solutions identified by subject co-ordinator, SENCO, Class Teacher	Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures.	Give choices Give a space to calm down Discuss beforehand what will be happening in the lesson Fidget toys	Give time to process instructions Give instructions in small chunks Regular brain breaks Remove from the environment	Visual reminders Pre and reteaching Classroom displays Class timeline	Have the right sized instruments	Movement breaks Fidget toys	Pictorial representations Clarity of instructions Seating positon	when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio

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

	Communication Needs	SEMH	Social communication /ASC	Cognition and memory/ processing (inc dyslexia)	Dyspraxia (fine/ gross motor)	ADHD	Hearing Impairment	Visual Impairment
Barriers identified by SENCo/Class teacher	Difficulty recalling instructions	<p>Can feel worried and nervous</p> <p>Child can become disruptive and disturbing</p> <p>Become frustrated or nervous when doing something new or not winning/succeeding</p> <p>Become nervous or worried when working with new people e.g. coaches</p> <p>Difficulty in turn tacking and group work</p>	<p>Sharing space and equipment with others</p> <p>Difficulty in processing instructions</p> <p>Struggle with noise levels</p> <p>A feeling of injustice</p> <p>Become nervous or worried when working with new people e.g. coaches</p>	<p>Difficulty recalling instructions</p> <p>Difficulty recalling prior learning (long and short term)</p> <p>Understanding rules.</p> <p>Remembering routines e.g. changing</p> <p>Becomes disruptive /withdrawn when cannot access the learning.</p>	<p>Balance and hand eye Co-Ordination may be affected.</p> <p>Difficulty with spatial awareness</p> <p>Difficulty with speed of processing</p> <p>Fine motor skill may affect tasks such as getting changed.</p> <p>May struggle with Balance and coordination.</p>	<p>Difficulty following instructions or completing tasks</p> <p>Short attention span and difficulty</p> <p>'sticking to' an activity</p> <p>Easily distracted and forgetful</p> <p>Can struggle to listen when spoken to</p> <p>Difficulty in waiting or taking turns</p>	<p>Difficulty in hearing what is being said</p> <p>Difficulty in hearing instructions</p> <p>Difficulty hearing start and end of games/matches</p> <p>Change in acoustics in hall/outside may make it harder for pupil to hear.</p>	<p>Difficulty in seeing visual prompts.</p> <p>Difficulty seeing and using equipment e.g. catching a small ball</p> <p>Difficulty navigating space</p>
Solutions identified by subject co-ordinator, SENCO, Class Teacher	<p>Visual prompts available</p> <p>Allow extra time to discuss tasks with adult or peer.</p>	<p>Discuss beforehand what will be happening in the lesson</p> <p>Allow safe space for child when they are feeling over whelmed/nervous</p> <p>Introduce coaches to individuals before sessions.</p> <p>Pre- warn and discuss up upcoming visits.</p> <p>Careful grouping</p> <p>Staff to monitor partner/groups and support with turn taking etc</p>	<p>Staff to support when needed and allow for extra equipment and making sure a safe space is available.</p> <p>Give clear instructions; break down instruction to smaller chunks- use visual prompts such as pictures or demonstrations.</p> <p>Allow child a safe/ quite space, child to have the opportunity to leave learning area if sensory overload becomes too great.</p> <p>Clearly explain rules and allow for individual discussion and reflection on tasks.</p> <p>Introduce coaches to individuals before sessions.</p> <p>Pre- warn and discuss up upcoming visits.</p>	<p>Allow extra time for child to process instructions.</p> <p>Give clear instructions; break down instruction to smaller chunks- use visual prompts such as pictures or demonstrations.</p> <p>Visual prompts of previous learning, class and individual recaps of prior learning.</p> <p>Offer child opportunity to support with refereeing games and tasks.</p> <p>Explain rules individually to check understanding</p> <p>Visual timelines</p> <p>Allow safe space for child when they are feeling over whelmed/nervous</p>	<p>Adapt tasks using STEP principles</p> <p>S-Space</p> <p>T- Task/Time</p> <p>E- Equipment</p> <p>P- People</p> <p>Give clear instructions; break down instruction to smaller chunks- use visual prompts such as pictures or demonstrations</p> <p>Support with changing and allow extra time- bust fingers used in EYFS to help develop fine motor skills</p>	<p>Give clear instructions; break down instruction to smaller chunks- use visual prompts such as pictures or demonstrations</p> <p>Adapt tasks using STEP principles</p> <p>S-Space</p> <p>T- Task/Time</p> <p>E- Equipment</p> <p>P- People</p> <p>Careful grouping</p> <p>Staff Monitor partner/group task and support with turn taking etc.</p> <p>Allow individual opportunities to lead during partner/group work.</p>	<p>Visual instructions and demonstrations</p> <p>Make sure staff are in view of child use sign or gesture that child understands.</p> <p>Instructions given individually in a quitter setting</p>	<p>Give larger individual prompts</p> <p>Think about position in sessions, do they need to be nearer the teacher/board</p> <p>Have a range of different size, colour, and texture equipment available.</p> <p>Peer support</p> <p>Specialist equipment e.g. sound ball</p>