Barriers to and solutions for Engagement, Progress and Achievement in PSHE								
	Hearing Impairment	**Visual Impairment**	**Dyspraxia (fine/ gross motor)**	**Memory/ processing**	**ASC**	**ADHD**	**Cognition**	**SEMH**
B	● Difficulty in hearing instructions from teacher/peers	● Difficulty in seeing IWB and instructions/ emonstrations ● Difficulty in seeing equipment	● Difficulty in manipulating equipment ● Difficulty recording	● 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”

S	• Pictorial representations • Written prompts for older children • Vocab lists and explanations • Seating positon in classroom	• Large size font/text • Zoom in on images • Enlarges paper resources • Seating position in classroom • Appropria te equipment used	• Appropriate equipment provided • Use of technology to record • Writing frame/word banks	• Written prompts • Pre and reteaching	• Visual representation • Clear guidelines of use of equipment esp. health and safety • Movement breaks • Quiet areas to work	• Step by step instructions • Activities/jobs to be completed while waiting • Movement breaks • Quiet area to work in	• Word banks • Instruction prompts • Alternative methods of recording e.g. voice to text, iPad	• Clear end points • Clear expectations • Modelling and explanations clarity • Movement breaks • Quiet area to work in

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- 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