

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

	<b>Hearing Impairment</b>	<b>Visual Impairment</b>	<b>Dyspraxia (fine/ gross motor)</b>	<b>Memory/ processing</b>	<b>ASC</b>	<b>ADHD</b>	<b>Cognition</b>	<b>SEMH</b>
<b>Barriers identified by SENCo/Class teacher</b>	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions/ opinions from teacher/peers</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in seeing the board</li> <li>• Difficulty in seeing the text</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty when recording work in books.</li> <li>• Struggles to handle artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in the recall of instructions</li> <li>• Difficulty in using specific language</li> <li>• Delay between instruction and task results in forgetting</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Too many rules/ instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting + frustration</li> <li>• Fairness</li> <li>• Organisation of resources</li> <li>• Maintaining attention</li> </ul>	Difficulty in recalling prior learning Difficulty in recall of instructions	<ul style="list-style-type: none"> <li>• Low self esteem – fear of failing/ not completing work</li> <li>• Sharing resources/ artefacts</li> </ul>
<b>Solutions identified subject co-ordinator, SENCO and class-teacher</b>	<ul style="list-style-type: none"> <li>• position child in learning space where they can see your lips.</li> <li>• use of communication in print/signals</li> <li>• artefacts/pictures /word mats to go alongside teaching</li> </ul>	<ul style="list-style-type: none"> <li>• ensure child is near the front of the class with a clear view</li> <li>• use of larger text</li> </ul>	<ul style="list-style-type: none"> <li>• mind mapping</li> <li>• story maps</li> <li>• simplified diagrams</li> <li>• short tasks with breaks to refocus</li> </ul>	<ul style="list-style-type: none"> <li>• use of pictorial representation</li> <li>• Use of word mats</li> <li>• Repeat instructions in small steps once at tables</li> </ul>	<ul style="list-style-type: none"> <li>• clear structure of lesson</li> <li>• absolute clarity of instruction</li> <li>• own table space</li> <li>• pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>• short set of instructions</li> <li>• everything set up and prepared</li> <li>• using different types of stimuli – visual/text/ artefacts</li> </ul>	Pre-teaching Visual aids/ word mats Pictorial representations Movement breaks to refocus	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Modelling</li> <li>• Short tasks – pictorial representation</li> </ul>

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
- For many pupils with SEND, it is 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