

Potential barriers and possible strategies to overcome these for learners with SEND

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Hearing impairment</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>Anxiety which impacts resilience and self-esteem</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Potential barriers to learning in Science	<p>Processing speed</p> <p>Following instructions/ rules</p> <p>Fluency recall (declarative and procedural fluency)</p> <p>Struggles to apply known facts in different contexts</p>	<p>Problems with vocabulary</p> <p>Inability to verbalise/explain reasoning and processes</p> <p>Poor understanding of the task</p> <p>Possible sensory issues with equipment</p> <p>May struggle to record learning</p>	<p>The speed of some parts of lessons may produce anxiety</p> <p>Anxiety about working in a group and performing scientific enquires</p> <p>Anxiety about getting the answer wrong</p> <p>Anxiety of change of environment for example going outside for a science lesson</p>	<p>May be unable to use manipulatives</p> <p>Visual impairment would limit representations used</p> <p>Hearing impairment limits what the child may hear. Hearing aids/ cochlear implants could be affected by static electricity or high pitch sounds in lessons</p> <p>Poor body awareness may affect a pupil's potential in practical sessions requiring a high degree of coordination</p>

Potential barriers and possible strategies to overcome these for learners with SEND

<p>Suggested strategies and support</p>	<p>Small steps of learning used</p> <p>Use visuals wherever possible</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat)</p> <p>Frequent retrieval practice at the start of each lesson</p> <p>Pre-teach key vocabulary</p> <p>Delivering instructions one by one</p> <p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Visual scaffolds of procedures provided</p> <p>Relevant practical work</p> <p>Pre-topic checks of previous learning</p> <p>Only items/equipment for current use in the lesson are out</p>	<p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat) – frequent brain breaks</p> <p>Frequent retrieval practice</p> <p>Delivering instructions one by one</p> <p>Talk clearly</p> <p>Visual scaffolds of procedures provided</p> <p>Time to process information</p> <p>Work in smaller groups</p> <p>Be aware of lip readers, do not create silhouette of your face by standing in front of a light source he/she will also need to be able to see other members of the class</p> <p>Be mindful of cochlear implant pupils and static electricity</p> <p>Gestures, drawings, photos, artefacts, prompt cards, and where appropriate symbols are used alongside words – oral and written</p>	<p>Use of open-ended investigation type questions.</p> <p>For harder questions, supply the answer with the question – can you work out how to get to this answer?</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat)</p> <p>Sentence stems to aid memory and provide a scaffold</p> <p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Delivering instructions one by one or steps to success scaffold</p> <p>Visual scaffolds of procedures provided</p> <p>Manipulatives used to teach and support learning</p> <p>Avoid unnecessary change, predictable environment is best</p> <p>Additional time for tasks</p>	<p>Carefully selected manipulatives that the pupil is able to use themselves or ask an adult to move.</p> <p>Use of interactive technology that can be manipulated in place of concrete manipulatives</p> <p>Provide activities that develop motor skills</p> <p>Extra time to complete a task</p>
--	---	--	---	--

Potential barriers and possible strategies to overcome these for learners with SEND

	<p>Reassurance when any mathematical skills are needed. Use concrete apparatus to help e.g number lines and unifix blocks</p> <p>Use ICT</p> <p>Keep language simple and familiar in guided group work</p> <p>Ask children to repeat instructions in order to clarify understanding</p> <p>Ensure repetition and reinforcement within a variety of context</p> <p>Writing frames to help organise their written work</p> <p>Offer a range of ways of recording responses to a task</p>			
--	--	--	--	--