



Barriers to and solutions for Engagement, Progress and Achievement in PHSE/RSE

- 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	Speech and Language	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. 	<ul style="list-style-type: none"> • May struggle with contrasting colours on the board • Cannot read facial expressions that support emotions described 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • May struggle with empathy • Could be socially immature 	<ul style="list-style-type: none"> • Waiting + frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • difficulty in understanding cause and effect • difficulty recording 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” • Some topics discussed could cause distress and trigger difficult thoughts/memories • Immaturity relative to peers



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Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> • Pictorial representations • Position within the class • Vocab lists and explanations/dictionaries so words can be revised • Simple instructions • check hearing aids daily 	<ul style="list-style-type: none"> • Enlarged resources • Knowledge/graphic organisers 	<ul style="list-style-type: none"> • Alternative ways of recording • Simplification of diagrams 	<ul style="list-style-type: none"> • Graphical organisers • Revisiting previous teaching. Overlearning 	<ul style="list-style-type: none"> • Visual representation • Ear defenders if needed • Teaching explicit recognition of feelings • Matching pictures of feelings • Use of social stories • Careful pairing • Pre-agreed time-out strategy between teacher and pupil if overwhelmed 	<ul style="list-style-type: none"> • Step by step instructions • Key vocabulary / word bank. • Careful pairing 	<ul style="list-style-type: none"> • Dual coding • Word banks • Alternative methods of recording- perhaps pictures rather than words • Discussion rather than recording. Use questions at a suitable level for pupil to access. 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Be sensitive with certain subjects • Speak to parents to pre-warn sensitive issues • Support of trusted adult to discuss any worries especially after lesson • Careful pairing • Pre-agreed time-out strategy between teacher and pupil if overwhelmed