Sacred Heart Catholic Primary School

Barriers to and solutions for Engagement, Progress and Achievement in RE								
	Hearing Impairment	**Visual Impairment**	**Dyspraxia (fine/ gross motor)**	**Memory/ processing**	**ASC**	**ADHD**	**Cognition**	**SEMH**
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers	• Difficulty in reading • Difficulty in seeing religious artefacts and art	• Difficulty in recording in writing and diagrams • Cutting out and sticking in	• 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"
Solutions Identified by subject	• Pictorial representations • Video Vocab lists and explanations	• Enlarged resources • Graphic organisers	• Graphic organisers • Alternative ways of recording • Simplification of diagrams	• Graphic organisers • Dual coding • Pre and re-teaching	• Visual representation • Graphic organisers	• Graphic organisers • Step by step instructions	• Graphic organisers • Dual coding • Word banks • Alternative methods of recording	• Clear end points • Clear expectations • Modelling and explanations clarity

- 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