



Writing

	Hearing impairment	Visual impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by subject leader/ SENDCo/ class teacher	Difficulty in hearing instructions from teacher/peers Filtering noise to hear what is important	Difficulty reading questions Difficulty seeing the modelled examples Tracking Difficulty reading questions, seeing shaded areas, seeing dashed lines	Difficulty recording and drawing Difficulty managing and using a range of resources to complete tasks	Difficulty recalling instructions Difficulty recalling prior learning (long and short term) Delay between instruction and task	Noise and movement – overstimulating Sharing space and equipment with others Understanding cause and effect	Organisation of resources Maintaining attention	Understanding of process, language Retention/ application of language knowledge to task Remembering vocabulary	Motivation Participation Team/partner work Sharing materials and 'air-time'
Solutions identified by subject leader/ SENDCo/ class teacher	Pictorial representations Video Vocab lists and explanations Position within the class	Enlarged resources Worksheets photocopied on different coloured paper	Alternative ways to record Using laptop to record	Pre and re-teaching Sharing topics on website with parents ahead of topic Recapping on task before they start	Visual representation Allowing movement breaks where needed	Step-by-step instructions Allowing movement breaks where needed	Word banks Alternative methods of recording	Clear endpoints Clear expectations Modelling and explanations Clarity Careful pairings
<ul style="list-style-type: none"> • 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 often 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 								

Please consult the SENDCo directly about identifying barriers and solutions for pupils with physical special needs, e.g. muscular dystrophy, cerebral palsy, chronic asthma and epilepsy