

	Barrier	Solution		Barrier	Solution		Barrier	Solution
English – Writing		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	English – Reading		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	Maths		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture
	- Cultural Capital - Vocabulary - EAL - Cultural capital - Lockdown – spoken language at home - Spelling - Handwriting - Grammar - Stamina - Working memory	Pictures (pre-teaching), pre-reading, videos, trips, acting, making links across the curriculum and prior learning, Pictures, Higher level of texts to challenge but also enhance vocabulary. Word books, phonics, Laptops (Touch typing), handwriting practise, fine motor warm up skills, OT packs sent home, handwriting packs. Correcting grammar errors (feedback policy) Fine motor activities (Rainbow Road) Memory hacks Prompts to aid the children e.g. expanded success criteria.		- Phonics - Language - EAL - Cultural capital - Lockdown - spoken language at home - Cultural capital - Stamina - Opportunity at home - Homework - Group work - C&I - C&L - SEMH - Understanding different points of view/characters - Empathy	- Phonics intervention - Read, write, inc. - Gap analysis - Phonics incorporated into every teaching opportunity. - Pre-teaching - Cultural capital opportunities throughout. - Tier 2 words - Language from whole class reading - Flashback 4 m- whole class reading (recap of what's been read) - Showing images/videos - Writing for a purpose – improves motivation - Publishing parties – a real life audience - Discussing 'issues' in a deeper manner – personal experiences - Fine motor activities - Reading challenge – wider range of text.		- Language - Cognitive ability resulting in ch currently performing below ARE - Number bonds - Working memory - Vocabulary - Visualisation - Confidence - Reasoning - Outside influence: parents saying they can't do maths (mindset) - Fine motor skills – writing digits - Comfortable with mistakes - Self-esteem	- Pre-teaching - Post teaching - Scaffolding - Word mats - TIER 2 vocabulary - Repetition – retrieval practise - Scaffolding - Encouraging note taking / writing down methods - Modelled examples - Concrete, abstract, pictorial, pre-teaching, post teaching - Growth Mindset - Working backwards from the answer

History		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	Geography		- Quality First Teaching -Videos to visual represent spoken instructions	Science — identified by SEN children as the most difficult subject due to language		Quality First Teaching -Videos to visual represent spoken instructions
	-Language -Cultural capital -Concentration, motor skills -Motivation -Mindset -Reading skills -Memory -Spelling -Vocabulary -Concept of time -Processing key information -Understanding historical concepts	- Preteach - Word banks/images - Repetition - Trips - Word banks - Pre-teach images - Videos - High quality texts and challenges - Movement breaks - Variety of activities (practical, group, pair & individual) - Visuals – time lines - Making links		- Language - SEMH -Vocabulary - Cultural capital – not going beyond their local environment - How to use an atlas - Reading and writing skills (fine motor) - Working memory - Volume of new information and facts - Maths skills (map work, grid references) - Self-esteem	- Pre-teaching – images with vocabulary - Recapping in lessons – flashback 4 - Breakdown note taking - Using local features to illustrate points - Trips, visits and workshops - Use of school groups (orienteering) - Partner work, group work. - Growth Mindset		- Scientific vocabulary - Cultural capital – lack of understanding of key scientific concepts/lack of experiences - Reading and writing skills. - number skills (measuring) - Working in groups/communication - Confidence/mindset	- Pre-teaching - Images/videos – physical resources. - Scaffolding written tasks - Trips - Making relevant to everyday life - Bigger picture – knowing the outcome - Modelling tasks – and use of vocabulary (tier 2 & 3) - Teaching correct writing style. - Writing -m linked to English writing purpose (using text features)

Computing		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	RE		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	PE		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture
	Typing – knowing the alphabet Cultural capital – amount of access Familiarity with equipment / software Team work – ability to share Language skills Abstract nature of computing Mathematical skills Fear of failure Motor skills – mouse, typing Language	Pre-teaching Touch typing Time taken to teach how to use equipment – how it works, is set out, moving around a system, Teach and model team work		Own faith and strength of belief Motivation Vocabulary Cultural capital Understanding of other views Reading skills Parental belief and opinion Fear of opening up to other religions	Growth mindset Pre-teaching of vocabulary Sharing within group Discussion and inclusion Celebrating festivals (whole school) Visits to places of worship Visits from different faith leaders Visuals (concrete) Children bring in own experiences, make personal, community links, engaging activities		Hand eye coordination Noise Space A different structure to classroom learning Winning/losing Language skills – understanding instructions/rules Retention of information Fitness Motivation Self-regulate behaviour during lessons	Gross motor intervention Teaching good sportsmanship Breaking learning down into chunks – modelling Scaffolding learning in the same way as you would in class Very clear expectations Establish routines Pair up children Ear defenders Play silent game (to encourage thinking)
Art		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	Music		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture	French		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat - Memory hacks - Big picture

	Colour deficiency (colour blindness) Confidence Access to materials Cultural capital – artists, types of art Fine motor skills Fear of failure Vocabulary Self-regulation Sensory difficulties	Visits to art galleries Visits from local artists/secondary school srt students. Awareness of different artists Time to practice/time to experiment Word banks/images/videos Modelling tasks Big picture – understanding the outcome Role models – developing competence Growth mindset and resilience Showing students the process (sketchbooks)		Vocabulary Cultural capital – context Issues with noise Tonal issues Working memory Motor skills Mathematical skills Visual problems Sharing / turn taking Self-regulation Rhythm	Pre-teaching History of music – context Exposure to different types/genres of music Visits from musicians Learning to play an instrument Funded music lessons Celebrating children’s music skills Mirroring / repeating		Fear of being wrong/sounding silly. Difficulties with English then presented with another language Purpose Vocabulary overload Writing skills / spelling Hearing – misunderstanding speech Ordering of words in sentences	Positive correction Modelling Language to reinforce English as well Make it relevant – personal, set up activities to show developed skills e.g. a restaurant Repetition of language and progression of skills Speaking as much French as possible in lessons including everyday instructions/vocabulary Use of images alongside new vocabulary Use of videos and native speakers to model correct pronunciation. Identifying root words Making links
PSHE		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat Memory hacks - Big picture	DT		- Quality First Teaching - <i>from a teacher.</i> - High challenge/low threat Memory hacks - Big picture			

	Empathy	Social stories		Self-evaluation	Break it down			
	Idioms	Pre-teaching language		Confidence	Opportunities to take risks			
	Relationships	Modelling healthy relationships		Fine motor skills	Practise with equipment			
	Faith	Honest dialogue and discussion		Measuring	Growth Mindset			
	Cultural capital	Creating a safe environment so that pupils can share		Using equipment	Bigger picture			
	Lack of exposure / honest conversations			Cultural capital				
	Embarrassment – self concerns			Creativity				
	Reading skills			Motivation				
	Anxiety			Familiarity with equipment				
	Maturity levels			Being able to visualise end product				