

	Personal, Social and Emotional Development (PSED) SEND Barriers to Learning in PSHE and RE			Adaptive strategies to Support SEND to overcome barriers
	EYFS	KS1	KS2	
Cognition & Learning	- Retaining prior learning - Understanding of law and citizenship – acknowledgement of authority figures - Concept of belief - Time of the year e.g. seasons, religious festivals, the passing of time	- Retaining prior learning - Understanding of law and citizenship – acknowledgement of authority figures - Concept of belief - Time of the year e.g. seasons, religious festivals, the passing of time - Resilience - Recording ideas / reading texts - Visualising abstract concepts - New language – tier 3 vocabulary - Sequencing events – timeline – AD BC	- Retaining prior learning - Poor working memory - New topic vocabulary and terminology - Independent learning - Recording - Reading texts - Cultural capital, lack of knowledge in the world - Vocabulary and terminology - Abstract concepts - Lived experience - Understanding of concepts in different contexts - Relating concepts to own experience - Compare and contrast language	- Review prior learning - Take photos and display – jog memory - Pre-read texts - Simplify texts – support with Widgit - Immersive reader - Alternative ways of recording - Scribe, notetaking, typing, dictation, Speech to text software, use of video, talking tins - Creative task design e.g. drama, art, video recordings, group/collaborative work - Role play areas - Use of artefacts / visuals - Pre-teach concepts / visual back up - Discussion with adult to relate to their experience
Communication and Interaction	- New language -abstract concepts - Expression own emotion and ability to empathise - Greater 'listening' time could be a challenge - Understanding fact and opinion - Social skills – group work - Turn taking - Understanding of rules and reasoning – executive functioning	- New language -abstract concepts - Expression own emotion and ability to empathise - Greater 'listening' time could be a challenge - Understanding fact and opinion - Social skills – group work - Turn taking - Understanding of rules and reasoning – executive functioning	- Group work/role play - Following instructions - Sequencing tasks - Inflexibility and acceptance of concepts - Lack of empathy - Inability of abstract thinking – outside of their lived experience - Literal thinking/flexibility of thought - Sensory overload – noisier learning environments	- Adult sensitivity and empathy - Task planners, Now and Next - Photos, visuals, artefacts to support - Expectations - clarity of group rules / safe space / respecting others - Pre-teaching – new language but also expectations - Stem sentences - Careful grouping - considering experience and views of other pupils - Pre-warning of concepts - Mind maps and word banks

		• Ability to reflect on the views of others • Inflexibility of thought • Lack of sensitivity in discussion • Literal thinking • Lack of personal safety • Lack of language to express an opinion	• Understanding other cultures and beliefs • Turn taking – empathetic listening • Expressing and dealing with own emotions • Language decoding – emotional literacy • Ability to deal with/accept change • Understanding challenging concepts • Lack of awareness. Personal safety • Articulating ideas	• Send/gather information from home • Small group work – extra adult support – unpick concepts and healthy challenge/discussion time
Social, Emotional and Mental Health	• Poor attention span/ability to focus • Forming attachments / relationships • Expressing own emotions • Self-Regulation • Understanding of emotions • Self Esteem	• Poor attention span/ability to focus • Unwilling to listen/participate if same beliefs are not shared • Challenging behaviour • Forming attachments / relationships • Expressing own emotions • Self-Regulation • Appreciation of alternative approaches • Group rules / work – anxiety around speaking in a group • Understanding of emotions • Self Esteem • Understanding choices and consequences • Exposure to ACES	• Lack of empathy • Not coping with not getting their own way • Past experience triggers • Self-awareness • Lack of emotional intelligence • Feeling anxious over tasks • Pupils with a ‘flight’ response • Discussion relates to child’s own lived experience / barriers drawing unwanted attention to the child • Exposure to ACE’s • Understanding of emotions • Anxiety around sharing and reflecting on own experience • Ability to self-regulate	• Sensitive discussions • Relational Support Plans • Pre-discussed safe space for pupil to go to if it is too much/trigger • Emotions scales • Use of visuals e.g. 5 point scale • Expectations e.g. this is going to be fun / easy • Class rules / guidelines • Adult being aware of child’s response to lesson and ready to discuss with them • Careful grouping and roles
Physical, Sensory & Medical			• Sensory overload • Visual impairment – resources • Hearing impairment	• Enlarged resources • Headphones • Seating considerations • Ear defenders • Pre-explore task

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