

	Understanding the World SEND Barriers to Learning in Science, History and Geography			Adaptive strategies to Support SEND to overcome barriers
	EYFS	KS1	KS2	
Cognition & Learning	• Not understanding the vocabulary • Short concentration or retention • Independent learning Processing instructions	• Not understanding the vocabulary • Short concentration or retention • Independent learning • Stamina for recording • Processing instructions • Stamina for reading • Overload of information • Making links and connections • Spelling • Sequencing and ordering • Mathematical skills – measuring and directions	-Recording -Fine motor skills – using equipment -Reading texts -Research using ICT -Cultural capital, lack of knowledge in the world -Links to maths – recording, measuring, ordering -Vocabulary and terminology -Chronology understanding -Abstract concepts -Lived experience -Retention/working memory	• Creative task design – not always written work i.e. audio books, talking tins, drama, role play, oracy, songs, fact hunts, mind maps etc • Pre-read of texts • Simplified texts – supported by Widgit • Visuals to support vocabulary • Alternative ways and forms of recording, use of scribe, use of other media, dictation, talking tins • Visual stimuli's i.e. globes to see world is round • Extra adult modelling before independent task • Photos to support prior learning • Immersive Reader program used • Sentence starters, scaffolding, pre/post teach, paired rehearsal, role play • Pre teaching of vocab • Visuals and word banks – display boards • Provide worked examples • Small group teaching opportunities • Maths manipulatives in science • Alternative ways to present data – pictogram • Task planners • Now and Next boards

Communication and Interaction	• Unknown language • Lack of exposure to oral language • Lack of opportunities to enriching verbal communication • Understanding and accepting the rules • Coming off equipment when asked • Interpreting instructions • Putting down/leaving sources/resources when asked.	• Unknown language • Lack of exposure to oral language • Lack of opportunities to enriching verbal communication • ASD – recognising people have different views • Flexibility of thought/interpreting/ different beliefs/rigid thinking • Group discussions – language cues • Lack of risk awareness • Understanding and accepting the rules • Coming off equipment when asked • Interpreting instructions	• Group work/role play • Following instructions • Sequencing tasks • Inflexibility and acceptance of past events/historic concepts • Lack of empathy • Inability of abstract thinking – outside of their lived experience • Literal thinking • Sensory overload – noisier learning environments • Sensory – materials • Understanding other cultures and beliefs • Ability to ask and answer questions • Reasoning difficulties • Lack of confidence/social skills when presenting to the class • Difficulty understanding new language = particularly when abstract	• Pre teaching key vocab, widget resources, adult model and support during lesson, use of songs, exposure to language at various levels, modelling language • Begin lesson with review of prior knowledge – language and definitions of topic vocab • Use of word maps • Adults to support ideas, acting out/drama/ rehearsing /rephrasing, sentence starters etc • Asking peers • Linking to the third person, exposure to alternative • Pre teach, short and precise quick input • Sensory breaks, identifying trigger points and action ie. Facilitate talk partners, smaller inputs etc. • Adult support, defined roles, choice options, pre-sorted groups • Now and next, visual timetables task planners, talking tins with recorded steps • Pre-exposure to equipment / exploration time. • Not spotlighting children for whole class work • Specific group roles e.g. recorder, investigator, researcher • Time to practice feedback • Access to calmer working space • Topic/word banks
Social, Emotional and Mental Health	• Lack of cultural capital • Social skills • Team work	• Lack of cultural capital • Social skills • Team work	-Coming to the end of a task – not wanting to pack away -Lack of empathy	• Clear boundaries and expectations • Show and tell opportunity • Pair work/small group

	• Lack of social opportunities • Anxiety of the unknown • Coming off equipment when asked Experience of ACES or other personal experiences	• Lack of social opportunities • Anxiety of the unknown • Change of environment • Ability to adapt to change • Following rules • Self-Awareness / Belonging – where do I fit? • Accepting others perspective Experience of ACES or other personal experiences	-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	• Use of additional adults to support social skills • Use of photographs • Use of alternate methods of recording (see C&L) • Modelling of own experiences. • Real life experiences / exposure • Use of oracy • Social stories / comic strip conversations • Pre-warning of change. • Pre-teaching – what is coming - Decision tree/ choice flow chart • Pre-expose learners to different locations (field trips) e.g. pre-visit or photos/ website
Physical, Sensory & Medical	• Over stimulated in the lesson • Need of tactical resources • Able to access reading resources • Lack of fine motor development to use equipment	• Over stimulated in the lesson • Need of tactical resources • Able to access reading resources • Lack of fine motor development to use equipment • Recording data • Gross motor	-Sensory overload -Visual impairment – resources -Field trip accessibility -Change of environment -Hearing impairment -Diabetic – sampling food - Allergies – food tasting, fieldwork, touch of materials	• Pre-assessment/risk assessment trips • Enlarged resources • Headphones and own laptop to listening to audio • Seating considerations • Ear defenders • Pre-explore of equipment/task • Adapted equipment e.g. pencil grips • Table/chair height – stools or cushion support • Alternative learning space