



Chambersbury Primary School  
Supporting Solutions for Barriers to Learning

Barriers to and solutions for Engagement, Progress and Achievement in Reading								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
<b>Barriers identified by SENCo/Class teacher</b>	<ul style="list-style-type: none"> <li>Hearing distinctions between sounds</li> <li>Difficulty hearing instructions</li> </ul>	<ul style="list-style-type: none"> <li>Reading text</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty managing and using a range of resources to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Recall of instructions</li> <li>use of specific/unfamiliar vocab</li> <li>Delay between instruction and task</li> </ul>	<ul style="list-style-type: none"> <li>Lack of interest in text or theme.</li> <li>Frustration with text difficulty</li> <li>Length and duration of text and exercise.</li> <li>Unable to recall previous facts.</li> <li>Lack of phonics security.</li> </ul>	<ul style="list-style-type: none"> <li>Frustration with text difficulty</li> <li>Length and duration of text and exercise.</li> <li>Unable to recall previous facts.</li> <li>Inability to focus for an extended period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of understanding of language and themes.</li> <li>Difficulties in recording information</li> <li>Lack of phonics in security.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of interest in text or theme.</li> <li>Frustration with text difficult or text.</li> <li>Difficulty with understanding or processing provocative themes.</li> </ul>
<b>Solutions Identified by subject co-ordinator</b>	<ul style="list-style-type: none"> <li>Signing</li> <li>Various ways of delivering instructions</li> <li>Amplification of sounds</li> <li>Address acoustics</li> <li>Visual prompts</li> </ul>	<ul style="list-style-type: none"> <li>Enlarged texts</li> <li>Overlays</li> <li>Sound buttons</li> <li>Braille</li> <li>Audio texts</li> </ul>	<ul style="list-style-type: none"> <li>Alternative ways to record</li> <li>Scribe</li> </ul>	<ul style="list-style-type: none"> <li>Written/visual instructions</li> <li>Pre and re teaching</li> <li>Scribe</li> </ul>	<ul style="list-style-type: none"> <li>Pre and re teaching</li> <li>Plan a range of different text themes and topics</li> <li>Change location</li> <li>Echo reading, reading to a peer, popcorn reading.</li> <li>Chunked reading</li> <li>Regular breaks</li> <li>Scribe</li> </ul>	<ul style="list-style-type: none"> <li>Pre and re teaching</li> <li>Plan a range of different text themes and topics</li> <li>Change location</li> <li>Echo reading, reading to a peer, popcorn reading.</li> <li>Chunked reading</li> <li>Regular breaks</li> <li>Scribe</li> </ul>	<ul style="list-style-type: none"> <li>Pre teaching specific vocabulary.</li> <li>Scribe</li> <li>Post teaching to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Pre teaching of challenging themes.</li> <li>Chunked learning</li> <li>Plan and teach a range of different text types.</li> </ul>



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