



Chambersbury Primary School  
Supporting Solutions for Barriers to Learning

Barriers to and solutions for Engagement, Progress and Achievement in History								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
<b>Barriers identified by SENCo/Class teacher</b>	Difficulty in hearing instructions  Vocabulary  Managing practical investigations/ interactions	Reading Navigating classroom  Managing resources and equipment	Managing physical resources  Difficulty recording	Recall of instructions  Remembering key facts and vocabulary  Retaining focus	Noise and movement-over stimulation  Sharing equipment  Amount of vocab	Waiting and frustration  Turn taking  Maintain attention  Recording  Organisation of resources	Understanding of process, language  Retention/ application of History knowledge to task  Recording  Vocabulary	Motivation  Participation  Team/partner work  Sharing materials/resources
<b>Solutions Identified by subject co-ordinator</b>	Positioning in classroom  Sound equipment/ microphone  Visuals	Positioning  Colour coding  Adapted resources  Pre-experience/pre-teach	Adapted equipment  Alternative ways of recording	Task planner visual  Representation and recording  Video and pictorial instructions	Own set of equipment  Sufficient quiet space  Well planned transitions – i.e.	Sufficient quiet space  Well planned transitions – i.e. between carpet and desk	Review of the vocabulary  Scaffold learning  Word/definition bank  Sufficient quiet space	Clear end points  Clear expectations  Modelling and explanations clarity



Chambersbury Primary School  
Supporting Solutions for Barriers to Learning

				Pre-post teach Well prepared resources	between carpet and desk  Visual instruction	Visual instruction  Visuals i.e. Now and Next boards  Pre-teach	Well planned transitions – i.e. between carpet and desk  Visual instruction  Worked examples  Small group teaching opportunities	