



Barriers and Solutions

For all subjects: Quality First Teaching ensures that all pupils receive high-quality teaching tailored to their individual needs. By continuously adapting teaching strategies to meet diverse learning needs, it forms the essential foundation for classroom success.

Teaching and Learning

Barrier: Teaching methods not compatible with the needs of pupils

- Solutions:**
- Assessment for learning strategies – questioning, exit tickets, concept checks, quizzes, 'short writes' etc.
 - Metacognition
 - Focused learning objectives
 - Modelling and explaining
 - Use of manipulatives
 - Physical environment, including flexible grouping
 - Safe and predictable learning environment

For all subjects: Emotional and behavioural issues can disrupt participation in classroom activities, leading to difficulties in retaining and applying new information. These challenges can also create barriers to forming positive relationships with peers and teachers, further impacting overall academic performance and engagement.

Emotional and Behavioural Issues

Barrier: Emotional or behavioural issues that interfere with learning

- Solutions:**
- Positive and safe classroom, with predictable routines
 - Visual timetable
 - Implement support plans as needed.
 - Calming colours in the classroom; correct temperature and lighting
 - Be mindful on the tone and voice of adults in the classroom
 - Flexible groupings

Reading

Poor Decoding Skills

Barrier: Difficulty translating written text into spoken words.

- Solutions:**
- Regular phonics lessons.
 - Plenty of opportunities to practice reading.
 - Use books that match phonics lessons.
 - Encourage frequent reading practice.
 - Use the context of a sentence or surrounding text to infer the meaning and pronunciation of unfamiliar words.
 - Teach high –frequency words.

Writing

Lack of Fine Motor Skills

Barrier: Trouble holding and controlling a pencil or pen, making writing hard.

- Solutions:**
- Handwriting Exercises: activities such as tracing shapes, cutting with scissors, and playing with clay to strengthen fine motor skills.
 - Adaptive Tools: pencil grips, thicker pencils, or other aids to help hold writing instruments comfortably.
 - Regular practice focusing on letter formation and spacing.
 - Finger painting, lacing cards, and building with small blocks.
 - Scribing and additional time given to a pupil
 - Computer technology

<p>Lack of Vocabulary</p> <p>Barrier: Insufficient vocabulary knowledge to understand texts</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Read to pupils regularly to introduce new words. • Teach new words with examples. • Use discussions and games to learn new words. • Play games such as word matching and crosswords. • Display new vocabulary in the classroom. • Use Word Banks • Pre-teach subject specific / technical vocabulary 	<p>Lack of Vocabulary</p> <p>Barrier: Difficulty expressing ideas due to a limited range of words.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Read diverse books aloud to introduce new words. • Create a working wall with new and interesting words. • Play word matching games to learn new words. • Introduce a new word each day and encourage its use. • Rhymes and songs • Tier 2 words - high frequency and multiple meaning
<p>Poor Comprehension Skills</p> <p>Barrier: Struggling to infer meaning or draw conclusions from the text.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Teach: summarising, predicting, questioning, and visualising. • Use tools such as story maps, charts and concept webs to help children retain key information from the text • Discuss readings with the whole class • Relate the content of the text to children’s own experiences or prior knowledge 	<p>Poor Grammar and Syntax</p> <p>Barrier: Difficulty expressing ideas clearly due to poor grammar and sentence structure.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Regular lessons on language rules and structures, using clear examples • Games to learn grammar. • Sentence starters and frames • Practice writing and give immediate feedback to pupils on grammar and syntax. • Modelling and examples
<p>Specific Learning Difficulties</p> <p>Barrier: Specific learning difficulties such as dyslexia, auditory processing disorder, language processing disorder</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use technology tools to help with reading. • Adaptive Materials: Use high-contrast texts, large print books; coloured pens; coloured specs and magnification overlays • Break down tasks and information into smaller chunks • Repeat key concepts 	<p>Specific Learning Difficulties</p> <p>Barrier: Specific learning difficulties such as dyslexia, auditory processing disorder, language processing disorder</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use technology tools to help with writing. • Adaptive Materials: Use high-contrast texts, large print books; coloured pens; coloured specs and magnification overlays. • Say a sentence/‘hold a sentence’ before writing • Break down tasks and information into smaller chunks • Use visual supports such as story boards
<p>Lack of Motivation</p> <p>Barrier: Disinterest or lack of motivation to read</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Pupils choose their reading materials. • Use texts that interest pupils. • Use reward systems and challenges. • Organise fun reading activities. • Use e-books and apps. • Engaging class reading text • Exposure to range of texts– to stimulate interest 	<p>Lack of Motivation</p> <p>Barrier: Disinterest in writing topics and viewing writing as boring.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Pupils choose writing topics that interest them. • Fun activities such as writing letters, comic strips, or collaborative stories. • Use writing apps and online platforms. • Connect writing to real-world scenarios or current events.

<p>Limited Access to Books</p> <p>Barrier: Inadequate access to a variety of reading materials</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Stock diverse range of books. • Reading corner in classroom. • Props, puppets to tell stories 	<p>Difficulty Organizing Thoughts</p> <p>Barrier: Struggling to structure sentences and paragraphs logically.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use story maps to plan writing. • Break down writing into manageable steps. • Create sample texts together as a class. • Group writing activities to organise and write a story or text collaboratively. • Provide sentence starters
<p>Attention and Focus Issues</p> <p>Barrier: Difficulty concentrating on reading tasks.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Create distraction-free reading areas. • Keep reading sessions brief with breaks. • Use interesting and interactive books. • Fidget toys: Spinners, poppers, putty, resistance bands • Sensory circuits and movement breaks • Wobble cushions, ear defenders, velcro on tables and chairs • Sitting Solutions: pupils to sit near the board, front/back of the classroom 	<p>Attention and Focus Issues</p> <p>Barrier: Difficulty staying focused on writing tasks.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Create distraction-free writing areas. • Break writing tasks into smaller steps. • Use interesting writing prompts. • Fidget toys: Spinners, poppers, putty, resistance bands • Sensory circuits and movement breaks • Wobble cushions, ear defenders, velcro on tables and chairs
		<p>Lack of Writing Practice</p> <p>Barrier: Limited opportunities to write.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Daily writing lesson with varied prompts. • Encourage personal journals for free expression. • Provide regular feedback to build confidence. • Writing Across Curriculum: Integrate writing into different subjects.

Mathematics		Science	
<p>Basic Arithmetic and Reasoning Skills</p> <p>Barrier: Pupils may struggle with basic arithmetic and reasoning, essential for complex mathematics.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Teach step-by-step, ensuring mastery before moving on. • Provide ample practice to reinforce skills. • Regular activities that emphasise arithmetic and reasoning skills • Interactive activities to reinforce concepts • Use tools such as blocks and counters to make abstract concepts concrete. • Teach and encourage various problem-solving strategies. • Effective modelling • Pre and post teaching 	<p>Lack of Background Knowledge</p> <p>Barrier: Pupils may struggle if they lack foundational knowledge in science.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use assessments to identify gaps. • Build on pupils' existing knowledge gradually, integrating concepts into lessons. • Pre teach concepts and scientific vocabulary • Review previously learned material to reinforce concepts
<p>Poor Working Memory</p> <p>Barrier: Pupils may have trouble retaining and retrieving information, affecting math performance.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Memory Aids and Mnemonics: Use rhymes, songs, and visual aids. • Break down problems into smaller steps. • Regular practice to increase fluency e.g. Rolling Numbers, TT Rockstars, Ipads • Use of Manipulatives: Use physical objects to represent concepts. • Use diagrams, number lines, and graphs. • Use educational software and interactive games. • Explicit Teaching and Scaffolding: Provide clear instructions and gradually reduce support. • Activities to enhance memory and attention. • Use visual cues to support memory retention. • Displays showing numerals and symbols • Encourage note taking / writing down , part-methods/drawing/bar models, part-whole model 	<p>Difficulty with Abstract Concepts</p> <p>Barrier: Science often involves abstract thinking that can be challenging for some pupils.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use diagrams, flowcharts, concept maps, models to make abstract concepts concrete. • Use animations and videos to illustrate concepts that are difficult to convey • Use everyday objects or scenarios to illustrate abstract concepts i.e. compare electrical circuits to water flowing through pipes. • Conduct experiments or demonstrations • Hands-on activities • Step-by-step modelling - break down abstract concepts into smaller, manageable parts

<p>Language Barriers</p> <p>Barrier: Pupils not proficient in the language - struggle with math concepts and terminology.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Visual Aids and Manipulatives: Use visual tools and hands-on materials. • Create charts with key mathematical terms and their definitions, supported by images. • Digital tools (IWB) to illustrate mathematical concepts and vocabulary interactively. • Working wall –mathematical terms and their definitions • Relate mathematical concepts to real-life situations • Model mathematical language • Provide scaffolding 	<p>Language Barriers</p> <p>Barrier: Scientific terminology and complex language can present a barrier</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Diagrams, charts, and pictures to illustrate scientific concepts. • Word banks with key vocabulary • Working wall –scientific terms and their definitions • Pre-teach vocabulary • Break down complex tasks into simple, step-by-step instructions. • Hands-on experiments where pupils learn through doing. • Connect new concepts to pupils’ existing knowledge.
<p>Specific Learning Difficulties</p> <p>Barrier: Dyscalculia.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use mathematical software or apps. • Use visual and tactile aids: diagrams, number lines, pictorial representations, manipulatives • Break down tasks –sequential instructions • Use checklists – step by step checklists for problem solving • Repeated practice 	<p>Lack of Critical Thinking Skills</p> <p>Barrier: Difficulty in applying scientific reasoning</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Open-ended questions. • Group discussions to develop reasoning skills. • Help to identify trends and patterns. • Break down a scientific process into its individual steps and explain each part. • Pupils design own experiments to test predictions
<p>Fear of Making Mistakes / Mathematics Anxiety</p> <p>Barrier: Anxiety about making mistakes.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Celebrate effort and improvement. • Implement a supportive peer review system. • Flexible groupings for collaboration • Foster a classroom culture that views mistakes as learning opportunities. • Break tasks into manageable steps. 	<p>Lack of Real-World Connection</p> <p>Barrier: Pupils do not see the relevance of science to their everyday lives.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Present real life problems that require a scientific solution • Fieldwork and observations such as nature walks, weather observations, grow plants, observe insects in their natural habitat, collect rocks and soil, observe seasonal changes, bird watching
<p>Lack of Motivation</p> <p>Barrier: Disinterest in mathematics.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Games and Interactive Activities: Make learning fun and engaging. • Show practical uses of mathematics • Use different teaching methods to keep interest. • Real life examples 	<p>Lack of Motivation</p> <p>Barrier: Disinterest in science.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Connect science teaching to everyday life. • Experiments, demonstrations, and hands-on activities. • Share stories of scientists from various backgrounds and genders and their contributions.

History		Geography	
<p>Complexity of Content</p> <p>Barrier: Historical concepts can be too complex or abstract for some pupils</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Break down complex concepts into simpler, relatable stories. • Use age-appropriate language and analogies. • Multimedia resources such as animated videos. • Make links – history theme day with visitors in costume, historical artefacts • Concrete examples: examples from local history • Visual aids: timelines, maps, and historical artefacts • Pre teach vocabulary 	<p>Complexity of Concepts</p> <p>Barrier: Difficulty understanding maps, scale, distance and geographical features.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use maps, globes, and interactive mapping tools such as Digi Maps • Diagrams, models to illustrate spatial concepts. • Break down complex concepts into smaller, manageable parts. • Connect spatial concepts to pupils' everyday experiences, such as using maps navigation, creating own maps • Pre teach vocabulary
<p>Difficulty with Chronology</p> <p>Barrier: Difficulty understanding the sequence of historical events</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Use timelines and chronological charts • Pupils create personal timelines of their own lives to understand the concept of sequencing before applying it to historical events. • Sequencing Activities • Chronological Challenges: puzzles or games where pupils have to match events with dates or sort events into the correct sequence. • Pupils write their own narratives of historical events 	<p>Limited Background Knowledge</p> <p>Barrier: Pupils may struggle if they lack foundational knowledge in geography (world regions, cultures, physical geography)</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Begin each lesson with an overview of the topic i.e Amazon Rainforest - explain its location and significance • Introduce concepts in layers, starting with simple ideas and gradually moving to more complex ones ie basic map skills (understanding directions, identifying continents) before moving on to more complex (countries within a continent, landforms). • Documentaries and Videos • Google Earth, online maps, and virtual tours to visually explore different regions.
<p>Processing Key Information</p> <p>Barrier: Difficulties with higher order concepts</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Break down complex concepts into smaller, parts. • Use charts, diagrams, and mind maps to illustrate relationships between ideas. • Timelines to show the sequence of events • Role-play • Artefacts related to specific historical periods. • Historical movies, animated videos 	<p>Processing Key Information</p> <p>Barrier: Difficulties with higher order concepts</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Break down complex concepts into smaller, parts • Use globe, world maps • Diagrams and charts to make abstract ideas more tangible. • Educational apps and online resources • Games and role-playing activities to make learning about geography engaging

<p>Retention of Historical Facts</p> <p>Barrier: Difficulties with remembering historical facts / knowledge</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Frequent, brief retrieval sessions to revisit key historical concepts and facts. • Summary activities such as concept maps and exit quizzes • Historical quizzes and games –individual or in groups (online such as Kahoot!) • Flashcards with historical facts • Timelines in the classroom; posters with tge key historical events. 	<p>Retention of Geographical Knowledge</p> <p>Barrier: Difficulties with remembering geographical knowledge</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Frequent, brief retrieval sessions to revisit key geographical facts such as countries, capitals etc • Summary activities such as concept maps and exit quizzes i.e. rivers, mountains etc • Geographical quizzes and games –individual or in groups (online such as Kahoot!) • Flashcards with geographical facts • Pupils create maps with important geographical features • Maps in the classroom
<p>Complex Language and Terminology</p> <p>Barrier: Pupils may not be familiar with historical terminology</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Simple definitions and examples to clarify meanings of historical concepts • Visuals such as images and diagrams • Glossary of key historical terms • Pre teach vocabulary • Working walls and interactive displays • Vocabulary games to learn historical vocabulary • Role play and story telling 	<p>Complex Language and Terminology</p> <p>Barrier: Pupils may not be familiar with geographical terminology</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Clear definitions and everyday examples • Incorporate maps, diagrams, and pictures to illustrate geographical concepts • Glossary of key geographical terms • Vocabulary flashcards • Pre teach vocabulary • Working walls and interactive displays

Art		Design Technology	
<p>Visual Impairments and Colour Blindness</p> <p>Barrier: Difficulty with visual detail and difficulty in distinguishing colours</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Accessible Materials: textured or tactile materials • Colour-blind-friendly palettes and tools • Verbal descriptions of colours • High-contrast materials. • Assistive Technology: magnification tools, and colour identification apps 	<p>Lack of Basic Technical Skills</p> <p>Barrier: Pupils may struggle with technical skills needed for design technology such as using tools and basic construction principles.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Age-appropriate tools • Step-by-step guides • Building simple structures with plastic straws, creating models with clay, cardboard projects. • Visual aids such as picture-based step-by-step guides • Instructions in simple, clear language • Different learning stations in the classroom, each focusing on a specific skill, such as cutting, measuring, assembling, or decorating. • Instructional videos that demonstrate basic technical skills.
<p>Lack of Fine Motor Skills</p> <p>Barrier: Difficulty holding and controlling a pencil or paint brush.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Activities that focus on developing fine motor skills • Adaptive tools such as large-grip pencils and textured brushes • Start with simple art projects and gradually increase complexity • Opportunities to build confidence and ability. 	<p>Difficulty with Spatial Awareness</p> <p>Barrier: Difficulty with spatial awareness can affect pupils' ability to design and construct.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Building blocks (e.g., LEGO, wooden blocks) and other manipulatives • Games that promote spatial reasoning, such as jigsaw puzzles, tangrams, and 3D construction kits. • 3D models of structures or objects to examine and manipulate. • Take apart and reassemble models • Sketch ideas before starting a project. • Basic drawing techniques to represent different perspectives
<p>Limited Cultural Capital in Art</p> <p>Barrier: Pupils may not be familiar with different artistic traditions and cultures</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Introduce a wide range of artists from various cultural backgrounds and historical periods. • Explore various art forms from around the world • Art projects that reflect cultural themes • Art galleries and local artists • Books, videos, and digital resources that showcase diverse art forms • Class exhibitions 	<p>Difficulty Understanding Complex Concepts</p> <p>Barrier: Difficulty in understanding basic design concepts</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Break down concepts into manageable parts • Avoid technical jargon • Explain terms in a way that relates to pupils' everyday experiences. • Animation to visually demonstrate complex concepts. • Experiments in class e.g. build a simple structure and test its strength by adding weight until it collapses, discussing the reasons.

<p>Difficulty Understanding Artistic Techniques</p> <p>Barrier: Difficulty in grasping artistic techniques</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Step-by-step instruction and modelling: break down techniques, visual demonstrations, model techniques • Constructive, live feedback • Technique stations around the classroom: each focusing on a different skill or method. • Art stations: practice techniques using various tools and mediums • Video tutorials 	<p>Safety Concerns with Tools and Equipment</p> <p>Barrier: Safety concerns regarding the use of tools and equipment</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Hands-on demonstrations where students can see how tools are used safely. • Practice safe tool usage under supervision. • Teacher-led demonstration of the tools and techniques • Work with pupils in small groups to ensure close supervision. • Create visual step-by-step guides for using different tools and equipment. • Safety songs or rhymes
<p>Lack of Confidence in Artistic Abilities</p> <p>Barrier: Pupils are insecure about their artistic skills. This may lead to reduced participation and engagement in art activities</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Feedback that highlights strengths and areas for improvement while focusing on effort and creativity. • Celebrate creativity and praise effort and progress • Art journals: sketch, doodle, and experiment with different ideas and techniques. • Art exhibition and displays where work is celebrated 	<p>Limited Creativity and Design Thinking</p> <p>Barrier: Pupils lack confidence in their creative abilities / struggle with design thinking processes</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Foster creativity and problem-solving skills • Design a toy for a specific age group; build a vehicle that can move without batteries. • Real-world problems • Timed activities: pupils must quickly come up with a solution. • Ideas stations, group brainstorming, ideas wall

Computing		Physical Education	
<p>Lack of Fine Motor Skills</p> <p>Barrier: Pupils may struggle with mouse and keyboard manipulation.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Activities that require the use of a mouse and keyboard, such as educational games or typing games • Adaptive hardware: touchpad or touch screen devices • Activities that require precision, such as drawing, cutting, and assembling • Practice sessions for mouse and keyboard skills 	<p>Lack of Basic Skills:</p> <p>Barrier: Lack of fundamental motor skills such as running, jumping, or catching.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Adjust the complexity of activities to match different skill levels. • Break down skills into manageable steps • Visual aids such as diagrams, videos, to illustrate techniques and skills. • Various skill stations that focus on different fundamental skills • Equipment adjusted based on skill levels, such as different-sized balls or hoops.
<p>Lack of Basic Skills</p> <p>Barrier: Pupils with poor literacy and numeracy skills may find it challenging to engage with computing tasks.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Lesson that weave together literacy and numeracy with computing activities. • Software that offers integrated learning combining literacy, numeracy, and computing • Design simple games that involve arithmetic operations, using platforms like Scratch • Write and animate stories • E-books 	<p>Poor Hand-Eye Coordination</p> <p>Barrier: Difficulty in synchronising hand and eye movements</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Catching and throwing games • Dribbling exercises: use balls of different sizes, dribble around cones • Hand-eye coordination games: juggling, target practice • Adaptive Equipment
<p>Abstract Nature of Computing Concepts</p> <p>Barrier: Abstract computing concepts can be difficult for pupils to grasp</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Educational games that involve problem-solving and logic such as LightBot or CodeCombat • Math-Based Games: Math Playground, Prodigy Math, to reinforce logical thinking and problem-solving. • Scratch or Blockly: pupils create programs by snapping together visual blocks. 	<p>Self-Regulation</p> <p>Barrier: Challenges with self-control and managing emotions</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Growth Mindset: emphasise effort over outcome • Discuss resilience • Celebrate all achievements • Teach sportsmanship • Games that emphasise cooperation and teamwork rather than competition. • Clear Expectations: set and communicate clear behaviour expectations and routines for PE • Visual timetable
<p>Lack of Familiarity with Software and Equipment</p> <p>Barrier: Pupils are not familiar with the specific software and equipment</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Step-by-step tutorials and easy-to-follow printed guides • educational games and interactive activities • Tech ambassadors to assist their peers. 	<p>Language Skills – Understanding Instructions and Rules</p> <p>Barrier: Difficulty understanding instructions Difficulty remembering rules or techniques</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Break down instructions into short, manageable steps • Visual aids such as posters, diagrams • Model activities • Short video clips to demonstrate complex movements or rules. • Revisit and review rules and techniques • Interactive visuals such as laminated cards with rules • Teach specific vocabulary

Religious Education		Music	
<p>Lack of Understanding of Others' Beliefs/Points of View</p> <p>Barrier: Pupils may struggle to understand or empathise with religious beliefs.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Range of religious stories from different faiths • Guest speakers and visits to places of worship • Virtual trips to places of worship around the world • Hands-on activities such as art, crafts related to different religious traditions. • Educational videos about different religions • Decorate the classroom with materials and posters that represent various religions • Maintain a calendar of major religious holidays and celebrations 	<p>Sensory Overload – Noise, Hearing Difficulties</p> <p>Barrier: Sensory overload does not allow pupils to focus.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Quiet areas • Provide earplugs or noise-cancelling headphones • Use adjustable microphones and speakers to control volume levels • Introduce pupils to music gradually,
<p>Absent Real-Life Context</p> <p>Barrier: Lack of connection between religious concepts and pupils' everyday experiences</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Connect to personal experiences: share own experiences • News stories and current events relating to religious themes • Relate religious moral teachings to dilemmas pupils might face, such as fairness, honesty, and kindness. • Creating items used in religious practices • Classroom events celebrating different religious holidays, incorporating traditional foods, music, and activities. • Local places of worship, local religious leaders 	<p>Concentration Issues</p> <p>Barrier: Distractions and poor attention may impact skills development</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Establish clear and consistent routines • Implement short breaks and transitions to maintain attention • Short, focused music activities and gradually increase complexity. • Visual aids, cues, or timers to help pupils stay on task
<p>Lack of Cultural Capital</p> <p>Barrier: Pupils from diverse cultures and religions may struggle to engage with RE content.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Celebrate diverse cultural and religious festivals • Textbooks, storybooks, and multimedia resources that include diverse religious and cultural perspectives • Pupils share their own cultural and religious practices and experiences. • "Show-and-tell" day: items related to cultural or religious background • Cultural Corner 	<p>Poor Motor Skills</p> <p>Barrier: Poor motor control and coordination may impact skills development</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Modified or adaptive instruments • Activities that focus on developing fine and gross motor skills, such as drumming or finger exercises. • Clear, step-by-step instructions and demonstrations to help students master instrument techniques. • Extra time for practice • Provide feedback to help pupils improve their motor skills gradually.

<p>Poor Reading and Writing Skills</p> <p>Barrier: Inability to comprehend religious stories and texts. Inability to express understanding</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Writing frames and sentence starters • Simplified versions of religious texts and stories • Storytelling and discussions • Pre teach vocabulary • Visual aids: pictures, diagrams, and multimedia resources to supplement written texts • Create posters about religious stories or concepts 	<p>Lack of Confidence in Musical Abilities</p> <p>Barrier: Pupils are insecure about their musical skills.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Allow pupils to select own instruments or music genres • Regular performance opportunities –different abilities • Digital tools such as music software, apps, and games • Positive reinforcement to help build confidence,
		<p>Lack of Cultural Capital – Context</p> <p>Barrier: Pupils do not understand and appreciate diverse musical traditions and practices.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Range of musical styles and traditions from different cultures • Books, videos, and digital resources: showcase musical performances and traditions from various cultures • Hands-on activities: learn traditional dances and songs from different cultures • Celebrate musical traditions and festivals from various cultures • Classroom displays: different musical instruments and cultural artefacts,

Modern Foreign Languages		PSHE	
<p>Limited Exposure</p> <p>Barrier: Pupils have minimal interaction with the foreign language, leading to slower progress.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Daily language practice: short language practice sessions every day. • Multimedia resources • Partner and group work: partner activities and group language sessions. • Interactive games: language learning games • Language days: specific days for language activities 	<p>Engagement and Relevance</p> <p>Barrier: Lack engagement in PSHE lessons</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Role-playing to help pupils practice social skills and understand different perspectives. • Small group discussions • Real-life scenarios relevant to pupils' lives to illustrate PSHE concepts. • Discuss current events and news stories that relate to PSHE themes • Creative projects like posters or stories: pupils express their understanding of PSHE topics. • Create videos, podcasts, or presentations on PSHE themes.
<p>Lack of Confidence and Language Anxiety</p> <p>Barrier: Pupils feel insecure about their language abilities and anxious about making mistakes</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Regularly praise pupils for their efforts and progress • Emphasise that mistakes are a natural part of learning • Focus on effort • Recognise and celebrate small achievements • Low-stakes practice: mistakes are expected and accepted. • Gradually increase the difficulty of tasks 	<p>Cultural and Emotional Sensitivity</p> <p>Barrier: Cultural diversity. Pupils with emotional or behavioural challenges.</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Inclusive Content: materials that reflect diverse cultures • Safe Environment: classroom atmosphere where all pupils feel heard. • Zones of regulation • Social stories • Conversation starters
<p>Pronunciation and Listening Comprehension Difficulties</p> <p>Barrier: Pupils struggle with pronunciation and understanding spoken language</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Resources such as native speaker recordings and songs • Short listening exercises followed by comprehension questions. • Interactive Apps • Songs, rhymes, and chants to make pronunciation practice rhythmic. 	<p>Poor Communication Skills</p> <p>Barrier: Pupils unable to express their thoughts and ideas</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Regular small group discussions to practice verbal expression. • Pupils to give presentations on various topics. • Structured speaking opportunities to build confidence • 'Show and tell' to encourage verbal expression. • Role-playing for real-life scenarios. • Pictures and charts to support verbal communication. • Establish daily or weekly speaking routines.

<p>Limited Vocabulary and Grammar Barrier: Lack of vocabulary and poor understanding of grammar rules</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Implement games and flashcards to enhance vocabulary learning. • Visual aids, and sentence-building games to teach grammar. • Classroom word wall with new vocabulary • Use mnemonic devices to help pupils remember grammar rules and vocabulary. • Reviews to reinforce vocabulary and grammar concepts. • Language games 		
<p>Lack of Real-Life Context and Disengagement Barrier: Pupils find it hard to see the relevance of the foreign language</p>	<p>Solutions:</p> <ul style="list-style-type: none"> • Real-life situations to practice conversational skills. • Cultural lessons, stories, and songs • Virtual tours to places where the target language is spoken • Discuss current events from countries where the language is spoken • Apps and online platforms that simulate real-world interactions. 		