Barriers to Learning

Name of pupil:	Year Group: Year	Today's date:

Areas of concern (highlight all that apply)	
Cognition and Learning	Communication and Interaction
Progress/attainment in comparison to peers - specify which subject(s) Writing	Receptive language: Understanding/attending to oral language and instructions
Comprehension of tasks	Expressive language: Expressing themselves orally using age-appropriate grammar/vocabulary
Processing speed or working memory difficulties	Speech/fluency: Age-appropriate speech sounds/phonological awareness, stammering/word-finding
Attention to/interest in/completion of tasks	Social language: Social interaction/communication skills
Confidence in own ability	Traits of ASD
Social, Emotional and Mental Health	Sensory and Physical
Relationships with other pupils / adults	Gross / fine motor skills - please specify
Difficulty managing emotions e.g. anxiety, anger, mood swings – please specify	Visual (seeing)
Attention seeking / withdrawing	Aural (hearing)
Concerns over mental health – please specify	Sensory needs – please specify behaviours
Low confidence/resilience/self-esteem	Physical needs – please specify
Self-care/personal independence skills	Other
Toileting needs	
Dressing/undressing needs (age-appropriate)	
Independent skills	
Danger awareness	

Pupil View: What is going well? Am I finding something in school difficult? Why? What would help me?

Parent / Carer View	
Date of meeting:	
Recent eye + hearing test?	
Date for follow-up meeting:	
Proposed next steps / actions: **Look at strategies and highlight specific support which will be focussed on in next 6-8weeks**	
Intended outcome (specific goals aiming to be achieved within 6-8 week time frame)	

Strategies used (highlight all that apply)

Cognition and Learning

- Implementation of agency recommendations (SALT)
- Activities/time built into planning for pupils to work on individual targets
- Pre-teaching (linked with visuals/objects of reference) and high repetition (e.g. precision teaching)
- Tasks set/outcomes/questioning appropriate to pupil level and needs – add to planning
- Multi-sensory teaching and learning, practical equipment and visual aids available
- Flexible grouping arrangements or peer/buddy support
- Quality and productive feedback
- Consider change of seating
- Alternative methods of recording work offered regularly
- Timer and reward system used with within-reach tasks to promote independence
- Scaffolding thinking, use of prompts and modelling
- Planning reflects use of assessment information
- Word banks/sentence starters/writing frames/practical equipment used
- Short blocks of activity, learning/movement breaks (Fine motor breaks)
- Simplified level/pace/amount of teacher talk
- Additional adult support time used for interventions to target areas of difficulty

Communication and Interaction

- Implementation of agency recommendations
- Multi-sensory and differentiated curriculum
- Pre-teaching and over-repetition
- Individual word banks

Receptive:

- Reduce pace of teacher talk
- Clear, concise instructions with reduced language, limit multi-step instructions to avoid overload
- Use of visual cues
- Gain child's attention by saying their name before instruction
- Use a traffic light system for children to show when they do or do not understand

Expressive:

- Allow time for children to think and respond
- If a mistake in speech is made, model sentence back correctly (or expand the sentence to introduce new vocabulary/emphasis particular words)
- Repetition of key vocabulary
- If a child can't think of a word, give a prompt e.g. say initial sound
- Provide extra opportunities to communicate e.g. show and tell

Speech:

- Repeat back with slight emphasis on correct sounds e.g. 'I like stories', 'Yes, stories are fun.' don't ask the child to repeat the words back or highlight that they said it incorrectly.

Social:

- Use of talking partners
- Modelling conversations
- Start the day with a check-in
- Social stories
- Mentoring time

Social, Emotional and Mental Health

- 1:1 time with adult to build relationships / Check in time
- Regular positive praise (3 positive for every 1 negative)
- Prepare for change / transitions, keep routines regular where possible
- Meet with pupil to discuss their view: What's working? What isn't working? What would they like to change?
- Use the 5 point scale
- Discuss rules and responsibilities and model what these look like and why they are in place
- Identify safe place for child to go if in a state of dysregulation
- Individual behaviour/reward system
- PSHE curriculum/circle times adapted to target individual
- Home-School communication book
- Happiness chart
- Restorative Practise approach used following conflicts/incidents
- Allow access to a quiet area during lunchtimes
- Movement breaks / learning breaks
- Ensure work is pitched at the correct level
- Social stories
- Mentoring time
- Additional adult time used to teach social/emotional support skills

Sensory and Physical

- Sensory diet activities built into day
- Enlarged text
- Writing slope
- Coloured overlay
- Different coloured paper / IWB background
- Pen grip / Pincer scissors / triangular pens etc.
- Modified exercise books
- Movement breaks / learning breaks
- Alternative communication methods e.g. Makaton, sign language, ICT
- Information presented in a variety of ways e.g. visual, verbal, kinaesthetic
- Worksheets and PowerPoints produced in accessible ways, reduce clutter
- Talk to pupil about access e.g. 'Are you able to see the board from where you sit?' and make any needed changes

REVIEW
Date of review:

Pupil View: What is going well? Am I finding something in school difficult? Why? What would help me?

Parent / Carer View
Review:
Review impact of support: E.g. Which strategies are working? Which can be adapted? Which haven't been successful and why? Intended outcomes met, partially met or not met? What are reasons for this? Have levels of concern or area of need changed?
Actions: E.g. Can strategies be adapted to continue to improving outcomes? Do concerns need to be shared with SENCO? Is another review cycle required? Is another review meeting required – set date if so