|  |  |  |
| --- | --- | --- |
| **Area of needs** | **Whole School Ethos and Practice** | **Support available for children with additional needs.** |
| **Cognition and Learning** | * Differentiation of learning and teaching * Teaching resources are accessible and appropriate * Termly pupil progress meetings * Range of reading materials * Literacy Booster groups years 3-6 * Training for staff to provide for different learning styles. * DB primary * TA training with supporting children with resources in class | * SEND team use literacy and numeracy assessments to identify individual needs of children. * Toe by Toe intervention * Deputy SENCo qualified to use Reading Recovery programme 1:1 support * Support Teacher qualified to use Better Reading Support Partners Scheme 1:1 support * Literacy/language groups taught by a Support Teacher in Years 1 & 2 * Numeracy groups taught by Support Teacher in Years 2. * Phonic groups in Years 1 & 2 with Support Teacher * Reading groups with Deputy SENCO Years 1 & 2. * EP involvement Support plans with SMART targets * EP involvement * 1:1 support with more highly differentiation in class. * Access to ICT and alternative methods of recording. * Use of digital technology to support learning, e.g. Mathletics, Times Tables Rock Stars, Big Cat reading |

|  |  |  |
| --- | --- | --- |
| **Communication and Interaction** | * Differentiation of learning and teaching * Teaching resources are accessible and appropriate * Staff training to meet the diversity of communication and language skills * Daily phonics teaching * Strong emphasis on speaking and listening * Visual timetable in the classroom * TA or ST attend SALT sessions * School funds SALT 2 days weekly enabling ongoing support/training for staff * Staff have access to courses TA training with supporting children with resources in class | * Access to NHS SALT * SALT targets * SALTs delivers therapy * Advice form SALTs * TA support in class * TAs trained to work 1:1 or with small groups * Colourful semantics * Shape coding * Language/literacy groups in Years 1 and 2 with Support Teachers * Phonic groups in years 1 and 2 * Trained staff with Talk Boost * Speech and Language Tool-kit * Observations and advice from Advisory Teacher for children with speech and language needs * Observations and advice from advisory team for autism * Support Teacher trained with SCERTS. * Individual visual timetables * Visual cues * Access to alternative communication systems eg Makaton, PECS Trained TA in Nursery with Makaton * Support Teacher trained in Makaton * Access to work stations |

|  |  |  |
| --- | --- | --- |
| **Social, Emotional and Mental Health** | * Differentiation of learning and teaching * Teaching resources are accessible and appropriate * Behaviour Policy * A positive and nurturing environment to promote resilience * Circle time/PHSE Jigsaw curriculum * Access to Pastoral manager and Learning Mentor * Teaching Staff received yearly training with restorative justice * Trained Peer Mentors with Restorative Justice * Playground Squad * Worry Box | * Identification and assessment in school * Additional support and advice from outside agencies, e.g. CAMHS * Barnfield funds a CAMHS practitioner one day a week * Support to build up relationships and succeed * Lunch clubs with the learning mentor or pastoral manager * Behaviour Management Plans * Monitoring and support during playtimes and lunchtimes * Support from Educational Psychologist |

|  |  |  |
| --- | --- | --- |
| **Physical and Sensory** | * Barnfield has been adapted to enable wheelchair access * Fine motor skill activities in early years * TA support in PE sessions * School funds a specialist PE teacher supporting classes on a rolling programme | * Access to soft play room in Children Centre * Access to various fine motor skill tools, e.g. stabile pens, pencil/pen grips * Fine motor skill groups * Motor skills group in Reception * Advice from OT * Advice form Physio * Advice from advisory Teachers for physical and sensory needs * Trained SEND staff with developing and improving fine and gross motor skills |