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| **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
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| **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
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| **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
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| **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
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