







Barriers to learning 2020/21



	Actions to overcome barriers
family literacy	<ul style="list-style-type: none"> • Parent information sessions to support reading and phonics • Parents in class- Workshop sessions • Additional reading activities with other adults at home • Pupils heard read at school, individually and in groups • Additional adult support in class • Daily interventions • Support with Homework • Topic vocabulary banks on Working Walls
adult mental health	<ul style="list-style-type: none"> • Protective behaviours • Support with Homework • Referrals to Children's Centre • Initiating 'team around the family' meetings • Pupil worry box in each class
large family	<ul style="list-style-type: none"> • Flexibility with meetings • Additional home learning support at school • Additional adult support in school • Support with uniform, clubs and trips
poor English	<ul style="list-style-type: none"> • TA providing 1:1 and small group support • Translation as required • Use of technology for in-class translation • Training for all staff to support EAL • Bi-lingual cards in the environment • Peers as good models of spoken English
neglect	<ul style="list-style-type: none"> • Early Help referrals • Additional learning support • Daily correspondence with parents • Breakfast – additional food • Food bank and furniture and clothing • Pupil worry box in each class • Support toilet training
Poverty	<ul style="list-style-type: none"> • No learning resources available at home • Limited stimulation re. toys, activities • Poor living conditions, no heating, poor sanitation • Inadequate clothing
bereave ment	<ul style="list-style-type: none"> • Referral to CHUMs • Parent drop-ins • Social stories • Circle times • Materials in PSHE programme

 <p>chaotic family life</p>	<ul style="list-style-type: none"> • Early Help referrals • Additional learning support • Daily correspondence with parents • Breakfast – additional food • Food bank and furniture and clothing • Children’s centre • Established routines • After school clubs
 <p>attendance</p>	<ul style="list-style-type: none"> • Weekly attendance review • Consequence ladder of correspondence leading to FPN • Monthly letters to parents with below 95% attendance • First day response • Weekly attendance awards in assembly • Termly attendance awards • Daily attendance texts
 <p>lack of parental engagement</p>	<ul style="list-style-type: none"> • Early Help referrals • Additional learning support • Daily correspondence with parents • Follow-up from parents evening to chase non attendees • Active PTA calendar of events • Class workshops • Weekly celebrations certificates • Stay and play sessions in Nursery
 <p>family breakdown</p>	<ul style="list-style-type: none"> • Early Help referrals • Protective behaviours • Referrals to children’s centre • Pupil worry box in each class
 <p>disability</p>	<ul style="list-style-type: none"> • Up-to-date accessibility plans • Support for pupils with additional needs (Hearing loops etc) • Care plans and asthma plans • Children’s Centre
 <p>Covid worries</p>	<ul style="list-style-type: none"> • Increased PSHE class input • New PSHE scheme • Rigorous risk assessments shared with community • Increased cleaning • 1:1 and small group therapeutic sessions. • ‘Normalising the new normal.’ • Keeping adults informed • Broader drop off and pick up times