Barriers to Learning

A barrier to learning is any factor that prevents a child from being in a suitable state to engage in their lesson and learn, whether emotionally, physically, or psychologically.

You are warmly invited to come into school and have a chat with us to discuss your child's needs and to see how we can support you.

At St. Lawrence's, we passionately believe that all of our children should be able to reach their fullest potential, regardless of their circumstances, race, gender or ability and inclusion is at the heart of everything we do.

Our 2018 SIAMS inspection stated that:

'St Lawrence School emanates a subtle Christian character. This is borne out most particularly in its provision for the welfare and wellbeing of all pupils, especially the most vulnerable. The school's wonderful commitment to nurture and care is also appreciated by many.'

To give you some examples of Barriers to Learning:

- Low self esteem
- Friendships
- Confidence
- Social Skills
- Absence
- Attendance
- Medical
- Mobility - Armed Forces Families (ARRC)
- Moving into and out of the area
- Transitions from Nursery
- Transitions to Secondary School
- Family changes
- Young Carers
- Bereavement

We have a great team of staff, each supporting you and your child to reduce barriers to learning.

Mike Reynolds – SENDCo

Mike is our Special Educational Needs and Disabilities Coordinator and oversees the day-to-day operation of the school's SEN policy, supporting the identification of children with special educational needs. Mike supports class teachers in planning for children with SEND and ensures that the school keeps the records of all pupils with SEN up to date.

Zoe Robinson – Family Support Worker and Mental Health Lead

Zoe liaises with and supports parents, providing information about how to support their child at school. She also provides pastoral support for parents and can help with issues such as parenting, housing, attendance, debt management amongst others.

Anna Forster – Pastoral Care

Anna supports children in school by running projects such as 'Reach for the Top' and 'Managing your emotions' workshops.

Barriers to Learning

Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil.

Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. Barriers to learning are identified for all of our children, including our disadvantaged pupils. Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school's context) and are addressed as priorities in both our development plan and separate 'Pupil Premium' action plan. All staff are made aware of 'barriers for learning' for individual pupils.

Risk Factors

As a school we have identified our own **risk of underperformance** so that we can respond appropriately. We have identified some of our pupils have **lower results on entry**. Therefore, early **identification and intervention** is vital to help our disadvantaged pupils achieve.

Barriers to learning
We identify and address barriers to learning faced by individual pupils through:

- everyday teaching practice.
- dialogue with pupils.
- parents and agencies involved.
- rigorous regular tracking of pupil attainment and progress, especially in our dedicated, Pupil Support Plan progress meetings.

Our school's typical barriers are as follows:

- Socio-economic disadvantage i.e. poverty
- Broken family structures – family stress and low resilience
- Poor health and diet and/or high level of medical needs
- Parents with stressful occupations who work long hours or away from home for long periods of time.
- The behaviours of other children in the class.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem. • Attendance: Some children's attendance is low which will impact on their learning. • Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing.
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Special educational needs and disabilities

We aim to ensure our additional Pupil Premium Grant is spent on things that work and are

effective in making a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close the gaps in achievement so they do just as well as the other children. Our Pupil Premium information can be found on the Pupil Premium page.