



Parent Hub

at St Bernadette's presents

Barriers to Learning and SEND



Aims of the session

- 1) To understand what barriers to learning are
- 2) To understand what SEND is
- 3) Gain an awareness of how SEND is identified and supported at St Bernadette's.



What are barriers to learning?



A barrier to learning is anything that prevents a child from being fully engaged in the learning process. A child may feel frustrated or unable to achieve their learning goals.

Learning barriers can be caused by various factors. **Some are purely external.** For example a busy timetable, too many tasks to complete, lack of available materials or support.

Others are internal and originate in an individual's previous experiences, emotional factors or mindset. Sometimes, internal and external factors join forces.

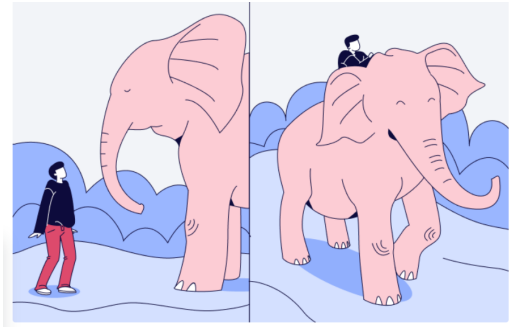
Reasons for their emergence may vary but barriers to learning fall into three basic categories: **emotional, motivational and personal.**



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What are barriers to learning?



Emotional Learning Barriers

A child's emotional state can detrimentally affect their learning in some cases. They may not be reaching their potential because:

They're afraid of failing

They have shame or insecurity about their ability in relation to their peers;

They may be wary of change

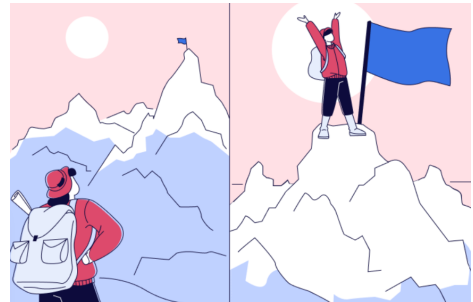
They may be overwhelmed by the work or a specific subject if they are struggling.



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Motivational Learning Barriers

Children sometimes underperform at school because they aren't motivated.

If a task is too challenging or too easy for a child, they'll lose motivation to complete it.

If a child doesn't see an obvious goal, they may lose interest in the task.

Children may procrastinate simply because they don't find the task interesting.

Children may lose interest in learning if they don't like their learning environment.



What are barriers to learning?



Personal Learning Barriers

These barriers to learning are closely related to a person's particular traits and characteristics. The way a person perceives information, determines limitations and specific needs.

Specific (or several together) health conditions or underlying needs can make the learning process more challenging or uncomfortable for some children. Such conditions may include hearing, visual or learning impairments (e.g. Autism, ADHD etc).

These are called **Special Educational Needs** and they demand adjustments to the content of the curriculum in order for the child to meet the standards expected.



What is SEND?



SEND stands for Special Educational Needs and Disabilities.

A pupil is identified as having SEND if they are finding it harder than other pupils to make progress. This may be due to a specific learning difficulty (diagnosed or not) or recognised disability.

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What is SEND?

In school, SEND is categorised into four main types. Many children identified as having SEND may have more than one of these types of need:

- 1) **Cognition and Learning** - a specific learning difference such as dyslexia, they may have a global developmental delay which affects their cognitive development, or they may have difficulties with working memory, affecting their ability to learn new information and skills.
- 2) **Communication and Interaction** - many Autistic children have communication and interaction needs but this may also be a specific speech and language difficulty.
- 3) **Social, Emotional and Mental Health** - children with SEMH needs may find it difficult to regulate their emotions, or may have difficulties with their mental health. They may present with challenging behaviours or find social situations difficult.
- 4) **Physical and Sensory** - this encompasses those with physical disabilities and those who have sensory needs such as sensory avoiding or sensory seeking behaviours.

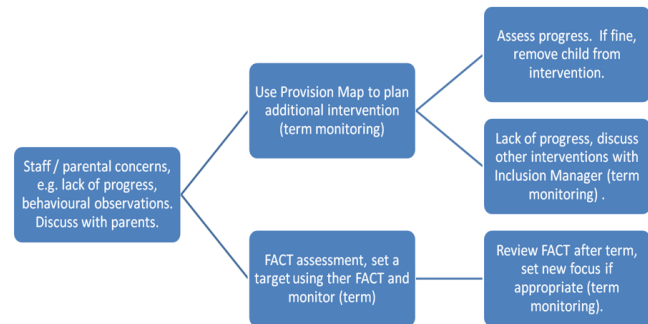


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How does school identify

SEND?



SEND can be identified at an early age, but for some children they may not be recognised or diagnosed until a later point.

At St Bernadette's, staff will **assess children regularly** through observations and various assessments, which will highlight any children that are not making appropriate progress (academic, use of language, social and emotional or physical). These observations will also be discussed with the Inclusion Manager. Additional provision may be put into place or a specific assessment relating to the area that the child is struggling with, will be undertaken. This may include a communication assessment, called the **First Assess Communication Tool (FACT)** or an emotions assessment.

Persistent withdrawn or disruptive behaviours can also be taken into consideration, as they may indicate that a child's needs are not being met.

Often, parents have concerns about specific areas of learning or behaviours at home, which are brought to the attention of the school.



How is SEND supported in school?

Some pupils will only receive support for SEND in school for a short time, others may receive support for their entire time in education. School has a **SEND, or Inclusion register**, that records all SEND pupils and closely tracks the progress of these children.

At St Bernadette's these children get regular **Home School Plan** meetings. Positive aspects of the child's learning and personal traits are celebrated as well as looking at specific barriers/difficulties they may be facing. Clear targets are then set around these difficulties with specific provision put into place.



How is SEND supported in school?

All provision is recorded and closely monitored with regular reviews.

Sometimes school will need **additional support** for a child's SEND. This can come from the local authority **Inclusion and Intervention team**, **Speech and Language Therapist**, **Mental Health specialist worker**, **CAMHS**, **Paediatrician** and **Educational Psychologist**.



What is an Education, Health Care Plan?

An Education, Health and Care Plan or EHC/EHCP is a legal document that describes a child or young person's Special Educational Needs and/or Disabilities (SEND). **An EHCP is provided by the Local Authority** in order to give children the help and support they need to make progress academically, socially and emotionally. Information from parents, teachers, the school SENDCo and other professionals such as Speech and Language Therapists or Educational Psychologists are used to write the EHCP.



Who is an EHCP for?

An EHCP is for any child or young person who has **a significant and complex Special Educational Need or Disability**. An EHCP is required when a child's needs cannot be met by the usual support that is available to them in school.

Many children with SEND receive support in school without an EHCP. Their support comes from resources already available within the school. This is called SEN Support.

Following support at the SEN Support level, some children's needs may be deemed **significant and complex** and therefore require an EHC assessment by the Local Authority.



What do I do if I'm concerned or think my child has SEND?

Initial conversations can be had with your child's class teacher or with the school Inclusion Manager, Mrs Romans.

Lots of information about SEND can be found on the school website at <https://www.stbernadettesschool.com/topic/inclusion>

or on the Milton Keynes Council SEND local offer page at

<https://www.mksendlocaloffer.co.uk/>