

BARNWOOD C of E PRIMARY SCHOOL

The Four Areas of Need

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Communication and Interaction (C & I) Speech Sound Difficulties Expressive Language Difficulties Receptive Language Difficulties Autism	✓ I often don't understand what has been said to me ✓ I know what I want to say but I can't get the words out ✓ I find it hard to start a conversation with my friends ✓ I find it hard to understand what other's are feeling from their body language ✓ I have a stammer ✓ I find it hard to pronounce some sounds or words ✓ I often can't think of the right word to use when describing something ✓ I struggle to retell a story or events in my life that have just happened ✓ I forget what instructions I have been given ✓ I don't understand the instructions given to me ✓ I get confused between the different question words ✓ I find it difficult to put events in a story in the right order ✓ I find it difficult to memorise facts ✓ I can only listen for a short time and then I switch off ✓ I can disrupt lessons because if I have to listen for too long ✓ I don't like making eye contact with others ✓ I forget what I am saying or start talking about something else instead ✓ My vocabulary is limited (use and understanding) ✓ I find it hard to answer open ended questions ✓ I find it hard to answer fixed questions	✓ I need time to process instructions ✓ I need instructions written down so I can look at them to remind me what to do ✓ I need instructions repeated rather than rephrased as this confuses me even more ✓ I need to see an example of what I am expected to achieve ✓ I need to share my ideas with someone who will give me the time ✓ I need to listen to others who have lots of ideas ✓ I need gestures, signs and visuals to help me understand ✓ I need help organising my words in sentences ✓ I need instructions and information given to me in small chunks ✓ I need to record my ideas in a different way e.g. story maps, flow charts ✓ I need routine and structure ✓ I need predictability ✓ I need you to use my name when giving me an instruction	✓ Advice, support and guidance from Speech and Language therapist ✓ Visual timetables ✓ Now, next and then ✓ Speaking frames ✓ WAGOLS ✓ Pre-teaching ✓ Use of scribe when generating ideas ✓ Task planners ✓ Colourful semantics ✓ Communication in print ✓ Widget ✓ Scaffolds e.g. story maps, story boards, flow charts ✓ ELSA Support ✓ De-escalation and co-regulation strategies ✓ Autistic Friendly Strategies ✓ Ear-defenders ✓ Social skills groups ✓ Emotional check-ins ✓ Work check -ins ✓ Lego therapy ✓ Social interaction prompt cards eg can we play a game together? Could I borrow your pencil please? ✓ Social stories ✓ Comic strip conversations ✓ Turn taking games ✓ Speech and language support ✓ Intensive interaction ✓ Barrier games

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Cognition and Learning (C & L) Learning Difficulties Processing Difficulties Dyslexia Global Delay	✓ I get confused if learning goes too fast ✓ I have difficulty remembering what I have learned ✓ I find multi-step learning hard because I struggle to organise my thinking and my work ✓ I don't like reading ✓ I find it hard to read because the words move on the page ✓ I find it difficult to remember my sounds when reading ✓ I find it hard to blend words to help me read ✓ I find it tricky to read with expression and fluency ✓ I need to sound out lots of words when I am reading ✓ I don't like writing ✓ I am slow to write / I rush my work ✓ My handwriting is large/small ✓ My letters are not formed correctly ✓ I can't segment words to help me spell ✓ I make lots of spelling mistakes ✓ I forget to use my full stops and capital letters ✓ My vocabulary is limited ✓ I lack imagination so struggle to think of content for my writing ✓ I cannot see my own mistakes ✓ I find it difficult to remember my times tables (rapid recall) ✓ My number sense is poor ✓ I find it hard to organise mathematical calculations ✓ I really struggle to problem solve ✓ I am slow to grasp concepts ✓ I find it hard to talk about my learning ✓ I can't make links between my learning ✓ I can disrupt the class when I am finding the work too hard ✓ My efficacy is poor ✓ I don't enjoy coming to school	✓ I need time to practise new skills over and over until I remember them (lots of repetition) ✓ I need to revisit prior learning lots of times ✓ I need to see learning presented in lots of different ways (consolidation) ✓ I need learning broken down in to small steps ✓ I need new facts teaching to me in small groups and at a slower pace ✓ I need visual reminders to help me complete tasks ✓ I need practical resources to help me work out answers in maths lessons ✓ I need self-help resources e.g. workbanks/phonics mats to encourage me to be independent ✓ I may need my task scaffolding or simplified ✓ I may need alternate work ✓ I need to see new concepts in pictures to help me understand ✓ I need to act it out to understand ✓ I need to orally rehearse my ideas prior to writing ✓ I work better when I am in a small group and I can ask lots of questions ✓ I need instructions written down or an adult to guide me through multi-step learning ✓ I need an adult to check-in with me throughout the lesson ✓ I need help with pacing myself through work – reminders, prompts and goals set to reach completion of a task ✓ I need alternative ways to record my learning	✓ Pupil Passport (specific Learning Needs) ✓ Pre-teaching ✓ Precision teaching ✓ White Rose Maths ✓ Colourful Semantics ✓ Guided writing group ✓ Teacher led small group support ✓ 1:1/small group phonics intervention ✓ Scoop group teaching ✓ 1:1 daily reading ✓ VIPERS ✓ Read, Write Inc. ✓ Wordbanks /phonics mats ✓ Success Criteria ✓ NAG Prompts ✓ Writing scaffolds ✓ Letterjoin handwriting programme ✓ Handwriting intervention ✓ Teacher written model ✓ WAGOL ✓ Individualised / adjusted tasks ✓ Concrete resources / manipulatives ✓ Chubby pencil/pencil grips ✓ Talk partners ✓ Memory games ✓ Laptop (dyslexia strategy) ✓ Talking tins ✓ Work check-ins from an adult ✓ Adult to repeat/ simplify/ guide ✓ Own work station ✓ Emotional check-ins (Incredible 5 Point Scale) ✓ Sandtimers to aid pace ✓ Funky Fingers /Fine motor skills ✓ Daily Times Table Rockstars / Numbots ✓ Access arrangements from KS1/2 tests ✓ ELSA

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Social, Emotional and Mental Health (SEMH) Low self-esteem Poor self-worth Lack of resilience Anxiety Dysregulated Behaviour Trauma (ACES) Diagnosed ADHD Hyper-activity Attention Deficit School refusal Relational Issues Attachment Social Skill Difficulty Eating disorders Complex Needs	✓ I often feel unhappy / cross / worried / nervous ✓ I am anxious all the time ✓ I can get upset easily ✓ Lots of things scare me ✓ Lots of things worry me ✓ I can get angry when I don't get my own way / someone else gets there first / I don't get to explain my side ✓ I often say unkind things to others when I am upset ✓ I hurt people ✓ I find it hard to control my temper ✓ I am sometimes aggressive ✓ I find it difficult to say goodbye to mum / dad in the morning ✓ I worry that mum / dad won't come back to pick me up ✓ I can get angry when people say no to me ✓ I find it difficult to wait my turn ✓ I find it hard to put my hand up before answering a question ✓ Sometimes I feel the need to run or hide ✓ It makes me nervous when I have a different teacher or someone different is in the room ✓ It makes me nervous when our routine changes or I have to do something new ✓ I shut down and stop speaking when I am angry or upset ✓ I cannot sit still I fidget a lot ✓ I have limited focus and poor concentration ✓ I talk too fast / too slowly/ am inaudible ✓ I do not like working outside my comfort zone ✓ I am demand avoidant ✓ I refuse to work or will disengage from learning ✓ I lack empathy for others ✓ I am pessimistic	✓ I need help to calm down (co-regulation) ✓ I need space to calm down before we talk ✓ When I am angry, I need reduced language ✓ I need to feel listened to ✓ I need take up time ✓ I need time to process ✓ I need time to talk ✓ I like people to give me fixed choices ✓ I need visual reminders of classroom rules ✓ I like to know when it is my turn ✓ I need help identifying how I am feeling ✓ I need to be told when my routine is different ✓ I need to be introduced to new teachers ✓ I need people to understand that my behaviour is a form of communication ✓ I need nurture ✓ I need explicit praise ✓ I need people to notice me ✓ I need people to make connections with me ✓ I need people to understand my triggers so they can be avoided or reduced ✓ I may need reasonable adjustments made throughout my day to help me cope ✓ I need sensory breaks ✓ I need reduced stimulus ✓ I need peer support / a buddy ✓ I need demand reduction	✓ Soft Starts – time with a key adult ✓ Earlier start to avoid crowds ✓ Gate meet and greet ✓ ELSA Programme / support ✓ Snug time - Nurture Support ✓ Key adult support ✓ Social skills groups / Play skills ✓ '5 for 10' Programme ✓ Lego therapy ✓ Play Therapy (Spiral Tree) ✓ YMM Trailblazer Referral ✓ Early Help Referral ✓ School Nurse Referral ✓ CAMHS Referral ✓ Turn taking games ✓ Conversation Starters ✓ Drawing and Talking ✓ Emotions Coaching ✓ Worry Monsters ✓ De-escalation and co-regulation strategies ✓ Trauma Informed Strategies ✓ Pink Curriculum CPSHE lessons ✓ Movement breaks/ Sensory Circuits ✓ Proprioceptive Feedback Aids - Elasticated chair bands, weighted lap toy, weighted blanket, rocking chair ✓ Now and Next board ✓ Individualised Risk Reduction Plan ✓ Individualised reward systems ✓ Count down timers ✓ Movement breaks ✓ Worry box ✓ Proud book ✓ Growth mindset ✓ Home school link books ✓ Snug/ Head/ Inclusion lunch club ✓ Roots and Fruits ✓ Safe space ✓ Restorative Conversations ✓ Chat in the Back Book

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Physical and Sensory (P&S) Visual Impairment Hearing Impairment Physical Disability Fine Motor Skill Difficulties Gross Motor Skill Difficulties Sensory Progressing Disorder Intimate Care Needs Independence and Self Care Needs Tourettes	✓ I have a hearing impairment ✓ I find it difficult to hear what is being said ✓ I am sensitive to noise ✓ I find it difficult to read the board or a book ✓ I find it hard to copy from the board ✓ I have trouble tracking ✓ I have a visual impairment ✓ I find it difficult to sit in one place for too long ✓ I am easily distracted ✓ I get over-whelmed if it is too loud ✓ I have poor impulse control ✓ I have a need to move/fidget/climb/run ✓ I have sensory seeking behaviours ✓ I have sensory aversions that make me anxious ✓ Some lessons make me nervous / over-excited / angry when everyone is moving around too much ✓ I find it difficult to hold my pencil properly ✓ I find it difficult to push my pencil down on to the paper ✓ I find it hard to use scissors to cut out ✓ I have poor fine motor control and struggle with functional skills like doing my coat up ✓ I have a physical disability ✓ I am clumsy ✓ I often fall over or walk in to things ✓ I find it hard to run, skip, catch a ball etc	✓ It helps when everyone is aware of what support I need (Care Plan) ✓ I need lessons to be practical and active ✓ I need time to be calm and quiet ✓ I need my work chunked with sensory breaks in between ✓ I need reduced stimulus ✓ I need the sit near the whiteboard ✓ I need my own work-station facing a wall ✓ I need to sit with my back to the light ✓ I need people to face me when they are talking ✓ I need written texts to be enlarged font size 18 ✓ I need my hearing aids checked each morning ✓ I need the paths to be clear of things that can trip me up ✓ I need my classroom to be clutter-free ✓ I find it easier to write if I the lines on my page are a bright colour ✓ I need proprioceptive feedback to keep me grounded ✓ My sensory aversions make me anxious and sometimes angry ✓ My sensory seeking can override my need to listen and concentrate ✓ My sensory needs can be so great that I may not follow adult instructions ✓ I need specialist equipment or facilities ✓ I need any physical activity adapted to meet my needs so it is inclusive and I have equitable opportunity ✓ I need the school environment to be accessible ✓ I need adults to be patient with me and give me extra time to do things	✓ Advice, support and guidance from Occupational therapist ✓ Movement breaks/ Sensory circuits ✓ Sensory profile and diet ✓ Proprioceptive Feedback Aids - Elasticated chair bands, weighted lap toy, weighted blanket, rocking chair, Wobble cushion ✓ Foot rest ✓ Fidget toys ✓ Ear defenders ✓ Safe space ✓ Enlarged print sheets ✓ Access to ICT equipment to remove physical barriers ✓ Fine motor skills interventions ✓ Funky Fingers ✓ Physical manipulatives during lessons ✓ Chubby pencils/ Pencil grips ✓ Specialised equipment ✓ Larger lines / squares in exercise books ✓ Adaptations made to PE lessons so they are accessible ✓ Care Plan / Intimate Care Plan ✓ Risk Assessment ✓ Accessibility Plan – school site ✓ Access arrangements in KS1/2 tests ✓ Advice, support and guidance from Advisory Disability Team ✓ Advice, support and guidance from Medical professionals ✓

