

SEND Parent Information Report 2025-26

Mrs Schorah (SENDCO) is responsible for the Special Educational Needs and Disabilities (SEND) provision at St Bartholomew's Primary Academy. To find out more about SEND at St Bartholomew's, browse through the report below, have a look at our SEND Policy

(<http://www.st-bartholomews.dsat.org.uk/send/>) or make an appointment to meet with the appropriate SENDCo through the school office.

The school has clear and thorough guidelines for the identification and teaching of children with Special Educational Needs and Disabilities, (SEND). Ours is an inclusive school where all children are involved in every aspect of school life both inside and outside of the classroom.

A Special Educational Needs Co-ordinator, (SENDCo), currently Mrs Schorah, works with the school to support and train staff, advise and co-ordinate the progress of children with SEND. The SENCO will also liaise with relevant outside agencies and specialist services.

An Individual Provision Plan (IPP) is constructed to support the specific needs of each child and is regularly reviewed by the class teacher with parents/carers. We seek to work in partnership with parents/carers and acknowledge that they have a very important role in supporting this work. More informal meetings are held once a term, with the SENDCo and SEND link LAB member, to give parents/carers an opportunity to share ideas and experiences.

Parents/carers may view the Special Educational Needs and Disabilities Policy which is available on the school website and in the entrance hall, or a copy may be requested. This comprehensive policy is fully implemented and reviewed regularly.

If you require further information about the services available to young people with Special Educational Needs through Wiltshire Council, this can be found at: <http://www.wiltshire.gov.uk/local-offer-primary>

The needs we currently support at St Bartholomew's Primary Academy



How are pupils identified as possibly having Special Educational Needs (SEND)?

Teacher and parents/carers are the people who initially raised concerns that pupils were not making the progress that they were expecting.

Following this, The SENCO monitor the pupils progress through our tracking system (where teachers record assessments of pupils every term) and use formal assessments in reading, spelling and maths to look into this further.

Sometimes a pupil will come from another school with information to explain how this pupil needed further support to be successful and we can build on that prior support. Several pupils have been to see the doctor who may have referred them to see other professionals and they send reports to help us in school.

What happened if your child has barriers to their learning?

Here is Francesca's story. It explains the processes we follow to assess, track and support pupils identified as having SEND at our school

Francesca was working really hard at school but not always making the expected progress in her learning. At home she was finding doing homework very difficult and getting upset in the process.

Francesca's parents had a meeting with her class teacher to talk about her homework and how school could help. Francesca was invited to homework club in school.

Francesca was still finding school work very tricky and her class teacher was concerned that although she was working hard, she was not making progress, so the class teacher spoke to the SENDCo. during their termly SEND meeting.

The SENDCo, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, or asking Francesca to explain the task to her classroom TA before she begins to check understanding).

A specialist from the SSENS team met with Francesca and completed some assessments (these were little achievable tasks) to see if they could find better ways to help Francesca. The SSENS team spoke with Francesca's parents and class teacher also.

As Francesca was not yet meeting her targets in progress, the SENDCo decided to refer Francesca to see a specialist team called SSENS Service (Specialist Special Educational Needs Service)

Class teacher wrote an Individual Provision Plan (IPP) with tailored targets and in-school support for Francesca and this was sent to parents. These targets and the support available to help her meet these were shared with Francesca.

Francesca was added to the school's SEN register. This is an internal register which ensures children are able to access in-school support, and if necessary, support from external agencies. The register frequently changes to meet the needs of the children and is a fluid document.

The SENSS team wrote a report about what they had found out and said they thought that Francesca had dyslexic traits. They suggested some strategies and resources that would help Francesca in school and at home.

Francesca and her parents met with her teacher and discussed her IPP to add in some of the suggestions from the SENSS team. At the end of 2 terms, the plan was reviewed and targets were adjusted when Francesca began to meet them.

At the moment Francesca is making progress and beginning to catch up with her peers, as well as seeing the effort that she puts in rewarded. She will continue to be supported with a dyslexia friendly classroom approach.

The SENDCo continues to meet with the class teacher each term to discuss Francesca's progress and ensure the strategies in place to support are still effective. Francesca's parents are aware that they can share any future concerns with the class teacher or SENDCo and lines of communication are open

Who helps us to support pupils?

Everyone at St Bartholomew's wants to be able to make school as positive an experience for the pupils and the parents/carers as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few friendly people who have had extra knowledge to help us.



Parent & Carers: Parents & Carers know more about their child than we will ever know and are the best source of information and insight we have on our pupils.



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Outside Agencies: Sometimes we need some help from people outside of school.

This year we have worked with an Educational Psychologist, a behaviour specialist and a speech therapist. We have also worked with many members of the team at CAMHS (Children and Adult Mental Health Services) as well as some organisations to help parents at home.



Pupils: If we want to understand how to help best, we need to be talking to them in pupil consultations and throughout the school week to ensure that they can voice the resources which support them and share any concerns.

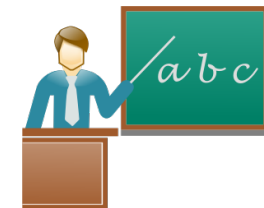


TA's: We have TA's specially trained in Speech and Language interventions, all EYFS and KS1 TA's are trained in Read Write Inc delivery and all TA's in school attend up to date in-school training to allow them to best support the children in their phase.



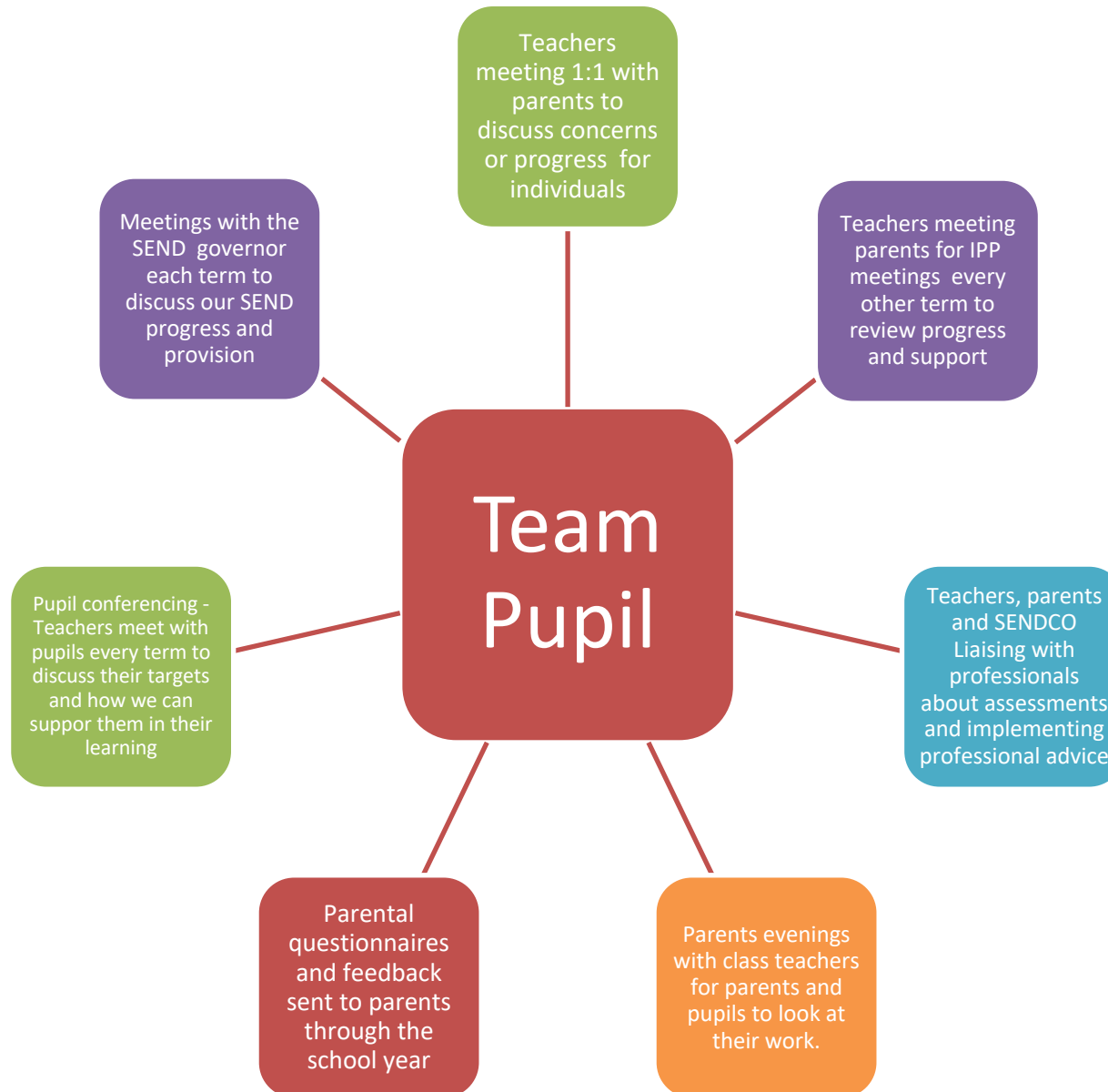
Teachers: They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.

ELSA's (Emotional Literacy Support Assistants): Our ELSAs have been on special training and go to regular updates to help pupils know how to best handle any problems they have about their feelings.



How do we work as a team?

To ensure the best support is available for our pupils, we need to communicate the needs and support for each child throughout the school year. Below are some of the times we discuss children with SEND and their provision.



For the new pupils joining us from other settings, Mrs Stammers and the SENDCO meet with their pre-school settings in Spring each year. We meet with the professionals supporting them and encourage parents/carers to share any helpful information prior to their transition to St Bartholomew's



How else do we support our SEND pupils at St Bartholomew's?



Transition: Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits (virtual or otherwise) for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENDco from the secondary school comes to all year 6 annual reviews to support this.

This year we also made use of social stories shared with all families.



Helping teachers: At St Bartholomew's, the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents/carers and pupils everyday. It is the SENDCo's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.



Parent/Carer Support: If any parent/carers has a question regarding the SEND process, their first port of call is the class teacher. If the class teacher feels the best approach is for parents/carers to meet with a SENDCo they will always advise this. The SENDCo will signpost parents/carers to external support services they may need to access e.g. respite care in the holidays, Young Carer services

Helpful Services

Here are some web links that might be helpful to you

