



SEND at St Bartholomew's

121 SEND Learners, 31% of our pupil population

Special Educational Need or Disability	% of SEND Pupils with this need
Awaiting neurodevelopmental assessment (ADHD/ASC diagnostic assessment)	37%
Attention Deficit Hyperactivity Disorder	12%
Autistic Spectrum Condition	15%
Global Developmental Delay	<5%
Hearing Impairment	<5%
Physical Disability	<5%
Social, Emotional and Mental Health	8%
Specific Learning Disabilities	27%
Speech, Language and Communication	36%
Visual Impairment	<5%

Who is in the SEND team?

- SENDCO EYFS/KS1 – Mrs. Schorah
- SENDCO KS2 – Mrs. Holt-Jackson
- ELSAs (Emotional Literacy Support Assistants) – Mrs. Holder and Mrs. Jeapes
- Speech and Language Teaching Assistants – Mrs. Goulding, Mrs. Morton, Mrs. Tucker and Mrs. Paget
- Dyslexia Gold Teaching Assistant – Mrs. Goulding



What do our SENDCOs do?

- **Provision Mapping** – we work with class teachers to advise on the appropriate interventions to support your children in class
- **External referrals** – we refer to external agencies including Speech and Language, Mental Health Support Services, The Neurodevelopmental Assessment Service, Occupational Therapy, Physiotherapy etc. We share reports and recommendations with class teachers and Tas.
- **SEND Meetings** – We meet with class teachers and discuss every individual child with a SEND need, their current provision and any further support they may need
- **EHCP Meetings** – We meet with class teachers to read through your child’s EHCP and action recommendations
- **TA Training** – Specific training relating to different areas of SEND Need and how to support in the classroom
- **IPP Support/Clinics** – We create drop in sessions for teachers to support them in writing personalised IPPs
- **Physical resources** – We provide appropriate sensory and physical resources to be used in the classroom ranging from pencil grips to fidget toys.
- **Directly Supporting Children** – The majority of our role is facilitating provision for children, however we are lucky enough to work directly with our SEND learners throughout the year.
- **EHCP’s** – We write new EHCP’s and submit them to the local authority. We then review these EHCP’s annually to ensure they are accurate and represent the child’s needs.
- **Parent Meetings** – The SENDCOs meet with parents regularly to discuss children’s provision. We are also available to help complete referral paperwork.



What do our ELSAs do?

- Deliver programmes ranging from 6-8 weeks in length
- Can provide drop ins to support children.
- Offer programmes to help children to develop the strategies to recognise and manage their emotions.
- Can offer bereavement support.
- Can offer group work to support building and maintain friendships.
- Offer lunch clubs for children who may find lunchtime over stimulating.
- Run transition groups and key points of the year.
- ELSA support is provided following a referral and there are a limited number of spaces across the year. It is not to be used for counselling – other external agencies can support with this.

What do our Speech and Language TAs do?

- Deliver 1:1 or small group speech and language interventions based on your child's current targets
- Create resources for teacher to use to support your child in class
- Assess your child at key points in the year and share their assessments with the Speech and Language Therapy service
- If your child requires a block of therapy or a Speech and Language visit, they will attend these sessions alongside your child

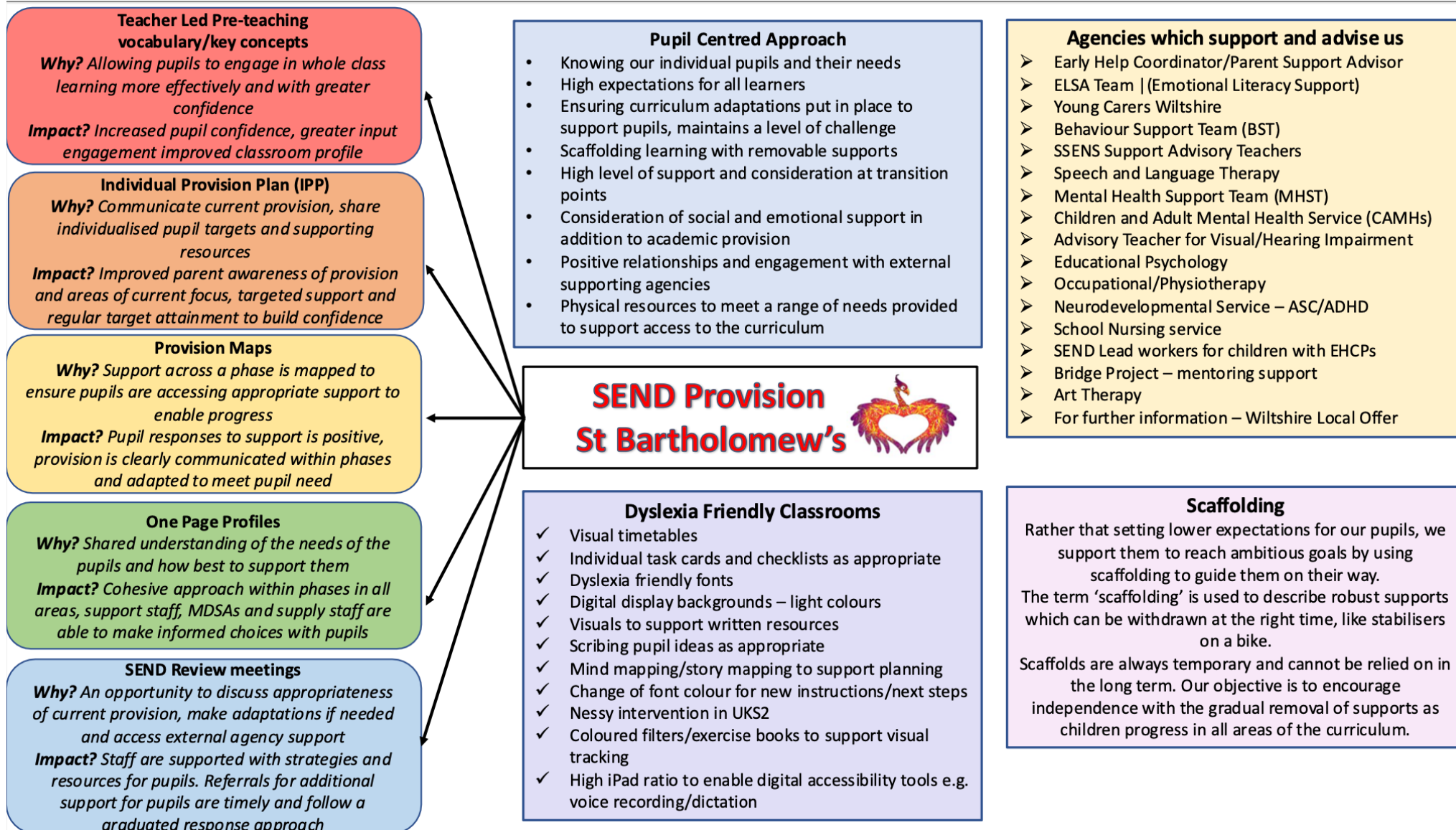
What does our Dyslexia Gold TA do?

- Complete assessments to make sure your child is accessing the intervention at the right level.
- Facilitates the intervention within year groups.
- Help children choose appropriate reading material if needed.
- Support dyslexia friendly resources being available.



What does your class teacher do to support?

- Deliver quality first teaching.
- Plan inclusive lessons with carefully thought out scaffolding.
- Group children for interventions.
- Refer children to SENDCos or ELSAs when appropriate.
- Provide sensory toys and physical resources to be used in the class and around the school.
- Creates and reviews IPPs.
- Creates and reviews one page profiles.
- Meets with parents to discuss provision for children in the class.
- Actions recommendations from external agencies.
- Makes bespoke resources to support individuals.
- Meets with TAs to share up to date support and current targets.





Child Centred Approach

Child

EHCP

Child Provision

IPP

One Page Profile

Personal Resources

Green Folders

Classroom Provision

Planning

Scaffolding

Parent communication

IPP Writing

Phase Provision

Provision map

Support Staff Communication

PPA Time

SENDCO Provision

SEND Meetings

IPP Clinics

Parent communication

Professionals Meetings

EHCP Applications

TA Training

Referrals

Staff Training

Observations

EHCP Meetings

Interventions

Transition (internal/
external)

TA Appraisals

Admin - Green
Folders

Annual reviews