



THE BARCLAY SCHOOL

A Summary of the Four Broad Areas of Need

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of autism or autistic spectrum conditions (ASC) including Asperger's syndrome, have needs in this area.

Children with communication and interaction difficulties may or may not also have learning difficulties.

Cognition and Learning

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder', difficulties with motor planning).

Social, Emotional and Mental Health Difficulties

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment).

Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

Meet the SEND Team

Special Education Needs and/or Disability (SEND) Coordinator and Autism Lead Mrs Davison

Faculty Teaching Assistants (TAs)

Maths TA Ms Wilson

English TA Miss Sheppard

Science TA Miss Harvey

Humanities TA Mrs Gray

Specialist Teaching Assistants (TAs)

Hearing Impairments TA Miss Sadler

Physical and Sensory Needs TA Mrs Mills

English as an Additional Language (EAL) TA Mrs Bala

The TAs offer support within the classroom to enable students to access and complete the lesson content and tasks with some degree of independence and confidence. They do this by:

- Differentiating work and questioning
- Providing shared or supported reading.
- Sharing writing or, at times, acting as a scribe.
- Setting mini targets for individual students.

Cognition and Learning LSA Mrs Barden

Mrs Barden provides tuition and support for students with MLD (moderate learning difficulties) and SPLD (specific learning difficulties – including dyslexia, dyscalculia and dysgraphia) to improve independent learning in the classroom. Her intervention work includes:

- Core support group interventions
- 1:1 literacy/ numeracy interventions
- Lexia Programme (interactive literacy programme)
- Lucid LASS testing

Communication and Interaction LSA Miss Starr

Miss Starr provides self- help strategies and support students with Communication and Interaction difficulties, including SLCN (speech, language and communication needs) and ASC. Miss Starr's intervention work includes:

- Communication Skills -Comic strip conversations/ social stories/ Language misconceptions
- Working with students with speech impairments
- Mentoring

Social and Emotional Wellbeing LSA Mrs Halycz

Mrs Halycz provides advice and support for students with SEMH (social, emotional and/or mental health) difficulties, including ADD, ADHD and Mood Disorders to encourage a healthier, happier life style. Mrs Halycz's interventions include:

- Social Skills/ Circle of friends
- Anxiety/ Stress - Relaxation techniques
- Behaviour strategies
- Self- help and independence – Organisation
- Protective Behaviours