Secondary Bid Form (SBF)

Name of School ……………………………………

Name of SENCo ……………………………………………….

Contact email …………………………………………………… Phone …………………

Date…………………..

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Who would receive support? | | | Type of input | Who from Autism Team? | Duration of input | | Priority |
| School Staff member and job role | Pupil/s initials  and year group | How many in group or  1:1 | see suggestions  PTO | Specialist Practitioner or teacher | Hours for  each session | Number of sessions | 1 (high)  to  3(low) |
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Any requests for work with a single pupil for a specific purpose need to be requested on the Secondary referral form

[click here for referral form](https://bso.bradford.gov.uk/userfiles/file/Referral%20Form%20Secondary%20v1.docx)

Comments :

include any detail which might be useful for estimating planning time

Suggestions for input type

NB Spring Term inputs will be for 10 weeks.

numbers in brackets indicate suggested time needed.

|  |  |  |
| --- | --- | --- |
| Direct pupil support | Staff support | SENCo support / assessment |
| 1:1 session ( 30 mins) | Key worker discussion | Review meeting ( 1 hour) |
| Group session ( 30 mins) | Staff discussion | Talc test |
| Observation (1) | Modelling new initiatives | Exam provision |
| Sharing diagnosis (3 x 30mins) | Planning support | Sensory profiling |
| Pupil voice | Set up social group | EHCP applications ( 2 x 2 hours) |
| Self esteem | Wellbeing profile | MSP applications ( 2 x 2 hours) |
| Scaling/emotional regulation | Scaling/emotional regulation | Strategic planning support. ( 2 hours) |
| Peer interaction | De escalation techniques | Post diagnosis planning. |
| Mindfulness | Drop in question session | Assessing wellbeing across the school. |
| Theory of Mind |  | Bespoke training. |
| Transactional supports |  | Autism awareness week |
| Scales of justice |  | Transition support |
| Transition |  | Peer awareness |
|  |  | Parent meeting |
|  |  | Annual reviews (yrs 9 and 11) ( 2 hours) |