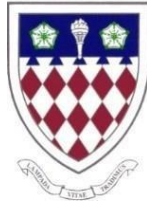


# SPALDING HIGH SCHOOL



## SPECIAL EDUCATIONAL NEEDS, DISABILITIES & INCLUSION POLICY

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<b>HEADMISTRESS:</b>	<b>Mrs M K ANDERSON</b>
<b>SENDCO:</b>	<b>Mrs V HICKMAN</b>
<b>LINK GOVERNOR (SEND):</b>	<b>Mrs D MULLEY</b>
<b>(SAFEGUARDING):</b>	<b>Mr E FRAGALE</b>
<b>(HEALTH &amp; SAFETY):</b>	<b>Mr J SMITH</b>
<b>DATE AGREED:</b>	<b>June 2023</b>
<b>REVIEW FREQUENCY:-</b>	<b>Biennial</b>

### Executive Summary:

This policy sets out the statutory regulations and government/Local Authority advice regarding assessment, planning, implementation and review of support for students with special educational needs and disabilities. As a maintained community school, SHS follows the Lincolnshire County Council agreed practices and regulations along with the statutory regulations laid down in the Children and Families Act 2014.

### Related Policies:

Attendance Policy  
Health and Safety Policy  
Supporting Students at School with Medical Conditions

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**Chair of Governors**

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**Date**

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**Headmistress**

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**Date**

## **Section 1: Introduction**

Spalding High School is committed to providing an inclusive and supportive environment for all students, including those with special educational needs and disabilities (SEND). We believe that every student has the right to access high-quality education and achieve their full potential, regardless of their individual needs or circumstances. All students selected for entry to the School are entitled to full access to the National Curriculum and, as far as is practical, to the full range of activities offered by the School.

- 1.1 This policy outlines our approach to identifying, assessing, and meeting the needs of students with SEND, as well as our commitment to working in partnership with parents, carers, and external agencies to ensure that every student receives the support they need to succeed.
- 1.2 The implementation of the policy is the responsibility of **all** members of staff.
- 1.3 The School follows the requirements of the Education Act 2011, Special Educational Needs and Disability Act 2001, the SEN Code of Practice 2015, the Equality Act 2010 and the Children and Families Act 2014.

## **Section 2: Aims**

- 2.1 To identify at the earliest opportunity all students who need additional interventions to support their physical, sensory, social, emotional, communication or cognitive development.
- 2.2 To uphold the principle of “best endeavour” to ensure that students are given appropriate support to allow them full access to the National Curriculum and 16+ Provision.
- 2.3 To continue SEND provision for students whose learning difficulties were identified at primary schools or at other secondary schools at the point of transition to Spalding High School.
- 2.4 To provide a broad, balanced and suitably differentiated curriculum relevant to the needs of the student (Wave 1 Intervention).
- 2.5 To demonstrate that meeting the needs of students with SEND is part of the School’s responsibility in delivering a high quality mainstream education.
- 2.6 To ensure that students are included in activities at school as fully as possible, taking into consideration the health and safety of all concerned, and given the level of support needed to promote participation and inclusion.
- 2.7 To involve parents, students, school staff and external agencies in developing a partnership of support.
- 2.8 To develop the confidence of students and their parents in the strategies adopted by the School.
- 2.9 To develop a shared responsibility for students with SEND, involving all school staff.
- 2.10 To promote high self-esteem amongst all students by enabling them to achieve success.
- 2.11 To monitor, review, record and evaluate the progress of the student at regular intervals and to modify the learning programme where necessary.
- 2.12 To ensure that access arrangements for examinations are specified as appropriate.
- 2.13 To regularly review the policy and practical arrangements to achieve the best provision for SEND students, and to achieve best value.

## **Section 3: Defining SEND**

*“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

## Children and Families Act 2014 Part 3 Children and Young people in England with SEN or Disabilities.

The Children and Families Act 2014 identifies 4 key areas of need. These are:

### 3.1 **Cognition & Learning (C&L) e.g. dyslexia and dyscalculia.**

Difficulties in this area can be either general (affecting the Student across contexts) or specific in nature. Students with Specific Learning Difficulties (SpLD) can be of average or above average overall ability but have a specific difficulty in one particular area e.g. literacy (dyslexia) or numeracy (dyscalculia).

### 3.2 **Communication and Interaction (C&I) e.g. ASD & social communication difficulties.**

It is important to remember that these difficulties are specific in nature and that the student may be of average or above average ability in all other areas of development. Some students can have social communication difficulties. This means they have difficulty understanding how to use their language socially. They do not understand how to take turns or that it is rude to interrupt. Their conversation can appear inappropriate or irrelevant. This area includes those on the autistic spectrum (ASD), although not all children with social communication difficulties have ASD.

### 3.3 **Social, Emotional and Mental Health Issues (S,E,MH)**

This is a broad, inter-connected and complex area in which needs may change frequently. In extreme cases, the student may have poor social skills leading to conflict and isolation, aggression, disruption, disobedience (social). A student with emotional needs may have low self-esteem, low self-confidence, anxiety, or refuse to attend school. These issues, along with many others, may lead to mental health related issues such as depression, self-harming or eating disorders.

### 3.4 **Sensory, Physical and Medical Needs (S, P, M) e.g. Dyspraxia, visually impaired, hearing impaired.**

This category is very broad and may frequently change. Most typically sensory, physical or medical needs exist prior to a child joining the School but very occasionally, needs might develop over the course of a child's time at the High School. When this happens, we work very closely with parents, the child and medical/specialist practitioners to develop intervention and support strategies for use within School. If it were felt appropriate, a PLP or Medical Plan would be instigated and shared with staff.

Appendix 1: Accessibility Plan

Appendix 2: School Offer

Appendix 3: Personal Learning Plan (PLP)

Appendix 4: SEND Support Plan (SSP)

Appendix 5: SEND Concerns Flowchart

## **Section 4: Meeting Student Need – The Expectation of Inclusion**

4.1 Inclusive education is a statutory right for all students (DFES 10/99 / DES 11/01). Schools, via subject teachers, therefore have a statutory responsibility to provide for individuals and make **reasonable adjustment** for students with SEN or disabilities in order to include them appropriately. The Children and Families Act promotes a common approach to identifying, assessing and providing for all children's special educational needs or disabilities. It advocates a continuum of provision. At Spalding High School, we follow a Graduated Approach for all students regardless of needs. This is our Ordinarily Available Provision (Waves 1-3).

4.2 Most students' learning needs are met through **differentiation** in the classroom, (**Wave 1 provision**) where teachers tailor their approach to suit individual Students' learning needs or styles. When students do not respond to appropriate differentiation, or do not make appropriate progress, there is a need for the teacher to do something **different from** or **additional to** their normal classroom differentiation methods.

- 4.3 It may become necessary to involve the SENDCo in order to decide if further monitoring, assessment or additional support is needed. At this point the Student may progress to **Wave 2 provision** i.e. in order to make appropriate progress the student requires support that is additional to or different from that given as part of classroom based Wave 1 interventions. This may include a Personal Learning Plan (PLP) and/or further interventions/support.
- 4.4 If, after this additional or different support the student still fails to make appropriate progress, then the School may ask for outside agency advice/support/interventions (for example the Educational Psychologist Service, Specialist Teachers, health care professionals etc.) and at this point the student progresses to **Wave 3 provision**.
- 4.5 Most Students will have their special educational needs met by their school through our Ordinarily Available Provision (Waves 1-3). However, if a Student's needs cannot be met (Wave 4), the School, Local Authority and parents may consider an Educational Health Care Plan Needs Assessment (EHCPNA).

## **Section 5: Roles and Responsibilities of Staff**

### **The SEND Governor will:**

- 5.1 Work closely with the Headmistress and SENDCo to monitor and evaluate the School's SEND provision and report back to the governing body on its effectiveness.
- 5.2 Ensure that the governing body is aware of any issues or concerns relating to SEND provision and that appropriate action is taken to address them.

### **The Headmistress will:**

- 5.3 Ensure that the School's SEND policy is implemented effectively and that all staff are aware of their roles and responsibilities in meeting the needs of students with SEND.
- 5.4 Work closely with the SENDCo and SEND governor to monitor and evaluate the effectiveness of the School's SEND provision and ensure that it is meeting the needs of all students.

### **The SENDCo will:**

- 5.5 Have responsibility for the management of the SEND Department and report directly to the Headmistress.
- 5.6 Work with the Headmistress and SEND governor to determine the strategic development of the SEND policy and inclusion provision in school.
- 5.7 Have day to day responsibility for the SEND policy and coordinate specific provision made to support students with SEND, including leading SEND Support Plan meetings and EHCP Transitional and Annual reviews.
- 5.8 Monitor and evaluate the attendance, effort, behaviour and progress of SEND and EAL students.
- 5.9 Oversee the review process of PLPs, Medical Needs Support Plans, SEND Support Plans and Risk Assessments for SEND students.
- 5.10 Oversee the assessment and identification of students with SEND.
- 5.11 Lead on the Graduated Approach promoting inclusion of all students through an Assess, Plan, Do, Review process through development of our Ordinarily Available Provision.
- 5.12 Advise on the deployment of the School's delegated budget and resources, including the deployment of Teaching Assistants, to meet provision effectively.

- 5.13 Be responsible for liaison with and referral to all external agencies, especially Local Authority and its support services, for all students with SEND or any student thought to have any additional needs.
- 5.14 Ensure the School keeps accurate and up-to-date records of all students with SEND.
- 5.15 Liaise and collaborate with primary feeder schools as well as potential next providers to ensure smooth transitions for students with SEND.
- 5.16 Collaborate with the Careers Lead to ensure SEND students are fully informed about their options and next steps.
- 5.17 Plan, deliver and/or organise training to all staff to meet the provision of SEND students in School.
- 5.18 Fulfil the responsibilities outlined in the Attendance policy with regards to SEND students and Alternative Provision.

**The Senior SEND Teaching Assistant will:**

- 5.19 Report directly to the SENDCo.
- 5.20 Be responsible for the day-to-day management of the teaching assistants, including their timetables and deployment on a daily basis.
- 5.21 Give advice, guidance and training to other TAs.
- 5.22 Arrange for assessment of students eligible for access arrangements.
- 5.23 Oversee the access arrangements for all students with SEND, in collaboration with the Examinations Officer, including the 11+ tests.
- 5.24 Liaise with parents and students over provision to be offered when SEND or additional needs have been identified. Drawing up PLP's, Medical Plans, and Risk Assessments as directed by the SENDCo.
- 5.25 Plan and deliver structured interventions such as Emotional Literacy Support (ELSA) sessions, as well as monitor and evaluate its impact to share with students, parents and the SENDCo.

**The Pastoral Leads will:**

- 5.26 Be responsible for the monitoring and review of all students in their cohort to ensure they make suitable progress against targets.
- 5.27 Liaise closely and collaborate with the SENDCo to ensure early identification of need wherever possible.
- 5.28 Collect reports from staff about particular students, when requested.
- 5.29 Work closely with students and parents to review progress regularly at meetings and attend Transitional and Annual Reviews if necessary.

**All teachers and support staff will:**

- 5.30 Adhere to the School's SEND policy including the School procedures for identifying, assessing, monitoring and making provision for students with SEND in their classroom/department.
- 5.31 Work closely with any Teaching Assistant assigned to support a particular student or class, by directing support of the student within their subject, in line with PLPs and/or other support plans.
- 5.32 Contribute to the compilation and review of PLPs and provide information for the SENDCo when requested.

- 5.33 Ensure Schemes of Work and lesson plans show how the targets of PLPs are to be addressed in their teaching and provide reports on the progress of SEND students when requested by Pastoral Leads or Heads of Department.
- 5.34 Read, know, understand and follow each of the student Personal Learning Plans (PLP), Medical Need Support Plans (MSPs), SEND Support Plans (SSPs) or Risk Assessments for students they teach (attached on SIMs Linked Docs and T drive/Whole School/SEND).
- 5.35 Differentiate appropriately to meet the student's need.
- 5.36 Expect that these students will need additional and different support to the majority and plan for this. Teachers will not just continue to do what they normally do.
- 5.37 Expect students to make an appropriate rate of progress. SEN or disability is not to be used as an excuse or explanatory fiction for inappropriate progress.
- 5.38 Engage with the SENDCo over issues regarding progress/lack of progress or concerns.
- 5.39 Record and/or raise concerns about students with additional needs or who may have unidentified additional needs through the Academic, Pastoral and Sixth form concern forms.
- 5.40 Record interventions on SIMs for all students.

**Teaching Assistants (TA) are managed by the Senior SEND TA. They will:**

- 5.41 Report to the Senior SEND TA and SENDCo.
- 5.42 Support individual students with an Educational Health Care Plan (EHCP), or those who have been identified as requiring classroom support in their PLPs or Support Plans.
- 5.43 Follow the direction of the classroom teacher when supporting students within their subject, in line with the PLP or other support plans.
- 5.44 Deliver targeted intervention, under direction from the SENDCo, for selected students either individually or in groups.

**Section 6: Identification of Students with SEND or additional needs**

- 6.1 In the majority of cases, the point of entry is through transition from Year 6 to Year 7. The following explanation is given within this context but will also be applied to in year admissions and students joining the School in the Sixth Form.
- 6.2 Information will be gathered in a variety of ways from the primary schools, parents and the students themselves. The SENDCo will attend the Year 6 Information Evening in order to gather information from any parent who may have concerns about their child's particular learning needs or disabilities. Those who have experienced individual support in primary school or who have a statement (EHCP) before entry will be given appropriate continuing support. Planning for suitable provision will take place as soon as information is known.
- 6.3 Once in attendance, information will be gathered from the pastoral teams or subject teachers, via the normal day-to-day monitoring of the progress of all new entrants.
- 6.4 As the student moves through the School, the Pastoral Leads will use the Concern Forms to identify any student who may be experiencing difficulties. An investigation will be carried out. Reports will be taken from teaching staff and the information discussed with SENDCo. A decision will be made as to the action to be taken in each case.

- 6.5 Staff will be informed of the action to be taken so that individual teachers may react appropriately ensuring a whole-school approach. At this early stage, it will probably be a case of extra encouragement and/or differentiation. A sensitive approach will be necessary so that students do not feel stigmatised. Parents and students will be involved throughout the process.

## **Section 7: Tracking Documents**

### **7.1 Personal Learning Passports (PLPs)**

The PLP will only record that which is additional to or different from the differentiated curriculum plan that is in place for all students.

The PLP will set out:

- The nature of the students' learning difficulties.
- The special educational provision to be made, staff involved, frequency of support, specific programmes/activities/materials/equipment.
- Student input and actions.
- Help from parents at home.
- Targets to be achieved.
- Pastoral care or medical arrangements.
- Review arrangements.
- Exit criteria.

PLPs are reviewed three times each year, at the Assessment and Monitoring data points. Staff will evaluate the effectiveness of strategies on the PLP and will advise any changes. PLPs will be sent home with Progress Cards/End of Year Reports for parents/carers. Students and parents will be fully involved in the process and views will be documented.

If students or parents have any concerns, they are encouraged to contact the SENDCo directly at any point in the academic year, rather than waiting for the three yearly reviews.

When a PLP is first established with a student, parents and carers will be able to sign a consent form to confirm that any changes made to the PLP can be shared with staff, once they have been agreed by the student. Parents will receive a copy three times a year, as stated above.

We recognise that parents and carers play a key crucial role in supporting their child's education and development, particularly for those with SEND. We will work in partnership with parents and carers to ensure that they are involved in the decision-making process and are kept informed of their child's progress and support.

### **7.2 Medical Plans**

Some Students with particular medical needs may have a Medical Needs Support Plan. These are explained in the Medical Needs in School Policy.

### **7.3 Risk Assessment**

Some students with particular SEMH needs may have a Risk Assessment. This will be reviewed at least one a year, if not more often, as appropriate.

### **7.4 SEND Support Plans**

Some will need further targeted support in addition to the strategies outlined on their Personal Learning Plan. The SENDCo will initiate and lead these plans, in collaboration with students and parents, which will be reviewed every 6-8 weeks and may involve referrals to outside agencies for further support.

### 7.5 **Education Health Care Plan (EHCP)**

These will be reviewed annually by the SENDCo and supporting SEND team. Each student with an EHCP will have a PLP with targets that originate from the needs identified. This will be reviewed three times a year, as stated above. Targets will be reviewed annually at the formal Annual Review and at key points of transition (Years 7, 9, 11 and 13); these will involve any agency that may play a major role in the student's life. A transition plan will be drawn up, and annually reviewed, in order to plan for the student's transition to adult life.

### **Section 8: Access Arrangements**

When a Student reaches the appropriate age, the SENDCo will liaise with the Examinations Officer so that any appropriate requests for access arrangements in external examinations can be made. Arrangements will be made so that appropriate evidence will be collected in accordance with the Joint Council for Qualifications Rules and Regulations (JCQ).

### **Section 9: Work Experience**

If necessary, the special needs or disabilities of the Student concerned will be taken into account when work experience placements are being decided to ensure equality of opportunity of access to the experience of the world of work.

### **Section 10: Careers Guidance**

The SENDCo and Head of Year will liaise with the Careers Coordinator when information about Students with special needs or disabilities is requested. This ensures that such Students are not treated less favourably because of their needs. If appropriate, the SENDCo will work with the Head of Sixth Form who will liaise with Higher Education establishments or with potential employers so as to ensure equality of opportunity for a Student with special educational needs.

### **Section 11: Sixth Form**

Students entering the School at Sixth Form level are asked to provide information about any history of SEND provision on the Sixth Form admissions form. Appropriate continuing provision will be arranged. When necessary, the SENDCo will work with the Head of Sixth Form in order to respond as quickly and effectively as possible to any problem that a Student might experience.

### **Section 12: Additional Educational Needs & Vulnerable Students**

12.1 The DFE has identified vulnerable groups of Students who are at risk of underachievement. Schools are expected to be aware of these groups and monitor their progress and provide additional support where necessary. These Students are said to have additional educational needs and include:

- ✓ Children from Ethnic Minority Communities, including the traveller community.
- ✓ Children with English as an Additional Language.
- ✓ Children in Care.
- ✓ Gifted, able, talented Students.
- ✓ Young mothers.
- ✓ Young Carers.



12.2 At SHS we also include:

- ✓ Children who have suffered significant bereavement.
- ✓ Children who experience or witness domestic abuse, substance or alcohol abuse (their own or within the family).
- ✓ Children who have significant spells or sustained periods of illness (their own or within the family) and/or absence.
- ✓ Children monitored within safeguarding/ child protection procedures.
- ✓ Children experiencing significant domestic upheaval (e.g. separation, divorce, redundancy)
- ✓ Those children in receipt of the Student Premium Grant.
- ✓ Children not making appropriate academic progress.

12.3 Those with additional educational needs or identified as vulnerable are not listed in the SEND Register as their needs may change frequently and in some cases be of a highly confidential nature. There is an Annual EAL Student Survey to identify any additional needs and further support would be put into place through the Graduated Approach. Those with additional educational needs or identified as vulnerable are monitored by members of the SEND and Pastoral Team through regular Cause for Concern (CFC) reviews and tracking meetings with the SLT. Information is shared with staff as necessary. Please note that while any of these needs or vulnerabilities may impact upon a student's progress, they are not counted as special educational needs as they are not *learning difficulties* or *disabilities*.

### **Section 13: Partnership Within and Beyond the School**

- 13.1 The auditing of training needs is based on the Teacher Training Agency National Standards for SENDCos' as well as the School Development Plan.
- 13.2 The SENDCo and TAs will attend SEND courses, which are appropriate and have a particular bearing on the children they are supporting.
- 13.3 Staff are given regular opportunities for in service training (INSET) to develop their confidence and skills in working with all SEND students. Staff are involved in developing practices, which promote whole school approaches to SEND. New and trainee teachers (e.g. NQTs, GTPs and PGCEs) will access specific training and induction programmes. Staff are given regular training in accessing the information about SEND students on the School's computer network and the SEND Booklet.
- 13.4 From September 2023, staff are given a SEND on a Page document, which contains information about School processes and procedures to support SEND students. They are also given a whole school provision map detailing support and intervention across each of the four areas of need, including a fifth area of Independence. These documents and our whole school provision for inclusion is reviewed annually through use of the V SEND Tool and Lincolnshire's Inclusion Toolkit.
- 13.5 Governors are informed of school-based training and invited to attend.
- 13.6 The School engages proactively in the arrangements for securing access to external support services for students with SEND. There is also liaison with special schools and other specialist provision.
- 13.7 We aim to promote a culture of transparency and co-operation with parents, schools, the Local Authority and others. We will do this by:
- ✓ Ensuring all parents are made aware of the School's arrangements for SEND including the opportunities for meetings between parents, the Pastoral Heads and SENDCo.
  - ✓ Involving parents as soon as a concern has been raised.
  - ✓ Encouraging the involvement of parents and students when drawing up a PLP.
  - ✓ Making parents aware of the provision under the Children and Families Act 2014 for their involvement, and giving them information about the support available to them.

## **Section 14: Queries about Provision**

Any parent who has a query/complaint about the provision being made for their daughter /son's SEND is invited to contact the Headmistress at any time.

## **Section 15: Local Offer**

Lincolnshire's local offer can be found at:-

<https://www.lincolnshire.gov.uk/send-local-offer>

Cambridgeshire's local offer can be found at:- Local Offer – Cambridgeshire County Council

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc#:~:text=All%20local%20authorities%20working%20with,it%20the%20SEND%20Information%20Hub.>

Spalding High School's offer can be found at:-

[Spalding High School - SEND School Offer](#)

Additionally, Spalding High School's SEND Information Report can be found at:-

[SEND Information Report](#)

## **SEND Accessibility Plan Information for Parents/Carers**

### **Introduction:**

Spalding High School is committed to providing an inclusive and accessible learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). This accessibility plan outlines our strategies and actions to ensure that students with SEND have equal access to education and are able to participate fully in school life.

### **Objectives:**

1. To identify and remove barriers to learning and participation for students with SEND.
2. To provide reasonable adjustments and accommodations to support students with SEND.
3. To ensure that all staff are trained and equipped to support students with SEND.
4. To promote a culture of inclusion and respect for diversity with the School community.

### **Strategies and Actions:**

**Accessibility Audit:** We conduct an accessibility audit of the School premises and facilities to identify any physical or environmental barriers to access for students with SEND. We develop a plan to remove or modify these barriers, referring to external agencies for further support and training, where appropriate.

**Reasonable Adjustments:** We develop a policy for providing reasonable adjustments and accommodations to support students with SEND. For example, depending on the needs of the student, this may include a modified curriculum, and additional support staff.

**Staff training:** We provide regular training and professional development opportunities for all staff to increase their knowledge and understanding of SEND and how to support students with SEND effectively.

**Inclusive Curriculum:** We ensure that the curriculum is inclusive and accessible to all students, including those with SEND. This may involve modifying teaching methods, materials, and assessments to meet the needs of individual students.

**Communication:** We develop clear and effective communication channels between staff, students, and parents/carers to ensure that everyone is informed and involved in the support of students with SEND.

**Monitoring and Evaluation:** We regularly monitor and evaluate the effectiveness of the accessibility plan and make adjustments as necessary. This may involve gathering feedback from students, parents/carers and staff and reviewing progress against objectives.

### **Conclusion:**

Spalding High School is committed to providing an inclusive and accessible learning environment for all students, including those with SEND. This accessibility plan outlines our strategies and actions to ensure that students with SEND have equal access to education and are able to participate fully in school life. We will continue to review and improve our accessibility plan to ensure that it remains effective and relevant to the needs of our students.

## Spalding High School (Appendix 2)

### School Offer

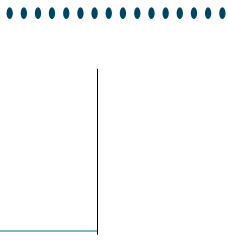
This list is not exhaustive, nor should it be viewed as a tick list for every child or need. Spalding High School works very closely with parents, pupils and staff to ensure that provision is made that best suits the individual child and their individual need.

		Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Medical, Physical and Sensory
Ordinarily Available Provision	What support might be in place if my child has an identified/diagnosed specific learning difficulty?	<p>If a child has already been diagnosed with a specific learning difficulty or has an identified special need then we work very closely with parents, students and primary colleagues to share information during the transition process from Year 6 to Year 7.</p> <p>We transfer and update Personal Learning Plans (PLPs), and share this information with the staff who have responsibility for and/or teach the child. If further targeted support is required we would initiate the use of a SEND Support Plan (SSP).</p> <p>We involve parents, students and staff in a review of progress three times a year. Progress is monitored throughout the year and provisions/interventions are made at appropriate times outside of the review process if necessary.</p> <p>In Year 9, assessments may be made if it is felt that we need to apply for special access arrangements for external examinations.</p>			
	What might happen if I think my child has a learning difficulty or if the School suspects there may be a learning issue?	<p>We use a variety of screening assessments when students join the School. These tend to highlight issues relating to specific learning needs.</p> <p>If an issue were highlighted, we would liaise with staff and collect information regarding progress and learning issues before meeting with parents and students to discuss the issues.</p> <p>If it were felt appropriate, a PLP and in cases a SEND Support Plan would be instigated and shared with staff. We would then follow the process detailed in the box above and agree the best Wave of support (see below).</p>			
	What support might take place in the classroom? <b>(Wave 1 Support)</b>	<p>Wave 1 intervention takes place in the classroom. The classroom teacher who has access to the PLP provides appropriate differentiation, access and support.</p> <p>The very great majority of specific learning difficulties are effectively addressed by appropriate Wave 1 support.</p>			
	What additional support might be appropriate outside of the classroom? <b>(Wave 2 Support)</b>	<p>It might be that a child would benefit from support from the SENDCo or Teaching Assistants. Support programmes tend to be 6-8 weeks long and target specific issues needing support.</p>			
	What support might be appropriate from external agencies or specialist teachers? <b>(Wave 3 Support)</b>	<p>It might be that a child would benefit from input from specialist teachers or external agencies. The School would liaise very closely with parents and students prior to a referral to the Specialist Teacher Service (STS) or an external agency. The strategies identified by the STS or agency would then be built into the PLP and SEND Support Plan.</p>			
	Outside of our Ordinarily Available Provision? <b>(Wave 4 Support)</b>	<p>If the student's needs are not being met through the Ordinarily Available Provision (Waves 1-3), the School may apply for an EHCP Needs Assessment (Wave 4).</p>			
	Who should I speak to if I need further advice or support?	<p>Please contact Mrs Hickman, SENDCo, in the first instance and a member of the SEND Team will get back to you as soon as possible.</p> <p><a href="mailto:Victoria.hickman@spaldinghigh.lincs.sch.uk">Victoria.hickman@spaldinghigh.lincs.sch.uk</a></p>			



Spalding High School(Appendix 3}

Pupil Learning Plan (PLP}

 a.o.a.	Fonn Tutor:  HOY:	Start date: Review dates & SEND member of staff:
	All about me:	EMEW(CAPDR) to know that:  This means that:
I find it difficult to:	It would help me if you could:	I will help myself by:
Data and Attainment Information (at start of the plan):	Access Arrangements:	Pupils signature: Parent/carer signature: Member of SEND initiating the plan: SENDCo. Signature: Date:

What Is working well ■ New concerns/difficulties	APOR CYCLE 1 Year: Tenn 1: Review Add monitoring, attendance and behaviour data	APOR CYCLE 2 Year: Tenn 2: Review Add monitoring, attendance and behaviour data	APOR CYCLE 3 Year: End of Year Final Review 3: Add monitoring, attendance and behaviour data
Pupil views			
Parent/Carer views			
School views			
NEXT STEPS:	(hi&hli&ht preferred option) - CONTINUE WITH PLP - CLOSE SEND PROVISION AND REMOVE PUPIL FROM SEND REGISTER - INITIATE A SEND SUPPORT PLAN	(hi&hli&ht preferred option) - CONTINUE WITH PLP - CLOSE SEND PROVISION AND REMOVE PUPIL FROM SEND REGISTER - INITIATE A SEND SUPPORT PLAN	(hi&hli&ht preferred option) - CONTINUE WITH PLP - CLOSE SEND PROVISION AND REMOVE PUPIL FROM SEND REGISTER - INITIATE A SEND SUPPORT PLAN
AGREEMENT OF PLAN	Pupil signature: Parent/carer signature: Member of SEND initiating the plan: SENDCo. Signature: Date:	Pupil signature: Parent/carer signature: Member of SEND initiating the plan: SENDCo. Signature: Date:	Pupil signature: Parent/carer signature: Member of SEND initiating the plan: SENDCo. Signature: Date:



# Spalding High School



## SEND SUPPORT PLAN

*Supporting pupils through a Graduated Approach: Assess, Plan, Do, Review (APDR).*

NAME OF STUDENT		YEAR/ FORM	
<b>Section 1 : ASSESS</b>			
What do we know?			
ATTENDANCE			
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)?		YES	NO
SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES?		SEND SUPPORT	EHCP
SEND AREA OF NEED (ADD V SEND RADAR DIAGRAM):			
MEDICAL PLAN		YES	NO
PERSONAL LEARNING PLAN		YES	NO
RISK ASSESSMENT		YES	NO
DATE TRANSFERRED FROM PASTORAL SUPPORT PLAN			
<b>Additional Agency Involvement:</b>	<b>Dates of involvement</b>	<b>What support was received?</b>	
Speech and language Therapy			
Paediatrician			
Occupational Therapy			
Child and Adolescent Mental Health Services (CAMHS)			
Healthy Minds			
Physiotherapy			
Educational Psychology			
Social Worker			
Early Years Inclusion Team (e.g. Portage, SENCO)			
Early Help Worker			
Working Together Team			
Behavioural Outreach Support Service (BOSS)			
EBSA (attendance)			
other (please state) :			



Pupil Strengths	
Pupil Perspective	
Parent Support Strategies	
Standardised tests/Assessment data	
Needs /specific difficulties identified	

<b>Section 2 PLAN:</b>	
SMART Targets: short and long term Interventions/ support/ -esou.-ces	
Short term target	
Long term target	
<b>Section 3 DO:</b>	
What will be done? Support when, where, by whom?	
Action to achieve targets:	
REVIEW DATE	

SIGNED (STUDENT).....

SIGNED (PARENT).....

SIGNED (SEND CO).....

<b>Section 4 REVIEW:</b>			
What was the impact / what can the young person do now / what progress has or hasn't been made? What will happen next to inform the next assess plan do review cycle?			
People invited to the review	Invited	Attended	Unable to attend
HAS THE TARGET BEEN MET?	NOT YET DEVELOPED	DEVELOPING	ESTABLISHED
PUPIL PERSPECTIVE			
PARENTAL VIEWS			
SCHOOL VIEWS			
NEXT STEPS: (highlight preferred option)			
<ul style="list-style-type: none"> <li>- CONTINUE WITH CURRENT TARGET</li> <li>- START ANEW APDR CYCLE</li> <li>- CLOSE SEND SUPPORT PLAN</li> </ul>			



## Spalding High School (Appendix 5)

### SEND Concerns Flowchart

