



**School Offer: Communication and Interaction.**

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.

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| <p>What support might be in place if my child has an identified/diagnosed communication and interaction need?</p>                      | <p>If a child has already been diagnosed with a communication and/or interaction need then we work very closely with parents, pupils and primary colleagues to share information during the transition process from Year 6 to Year 7.</p> <p>We transfer and update Individual Education Plans (IEPs) and Pen Profiles, and share this information with the staff who have responsibility for and/or teach the child.</p> <p>We involve parents, pupils and staff in a review of progress at least twice (but more typically 3 times) per year.</p> <p>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> |
| <p>What might happen if I think my child has a communication and interaction need or if the school suspects there may be an issue?</p> | <p>If an issue is highlighted by parents or staff we would liaise with colleagues and collect information regarding communication, interaction, progress and learning issues before meeting with parents and pupils to discuss the issues.</p> <p>If it was felt appropriate, an IEP and/or Pen Profile would be instigated and shared with staff. We would then follow the process explained in the box above and agree the best Wave of support (see below).</p>   |
| <p>What support might take place in the classroom?<br/>(Wave 1 Support)</p>  | <p>Wave 1 intervention takes place in the classroom. Appropriate differentiation, access and support is provided by the classroom teacher who has access to the IEP and Pen Profile.</p> <p>The very great majority of communication and interaction difficulties are effectively addressed by appropriate Wave 1 support.</p>   |
| <p>What additional support might be appropriate outside of the classroom?<br/>(Wave 2 Support)</p>                                     | <p>It might be that a child would benefit from support from the SEND Manager or Teaching Assistants. Support programmes tend to be 6-8 weeks long and target specific issues needing support.</p> <p>Sometimes longer programmes of support are needed to help pupils develop strategies to cope with the interactions and social settings that they will face being a member of a large secondary school.</p>   |
| <p>What support might be appropriate from external agencies or specialist teachers?<br/>(Wave 3 Support)</p>                           | <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 IEP and Pen Profile.</p>   |
| <p>Who should I speak to if I need further support or advice?</p>  | <p>Mrs Broughton is our SEND Manager and Mrs Anderson is our SENCo.</p> <p>Please contact Mrs Broughton in the first instance as she has day to day responsibility for SEND and additional needs in the school.</p>  |