



School Offer: Cognition and Learning

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.

<p>What support might be in place if my child has an identified/diagnosed specific learning difficulty?</p>	<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, 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 learning difficulty or if the school suspects there may be a learning issue?</p>	<p>We use a variety of screening assessments when pupils join the school. These tend to highlight issues relating to specific learning needs.</p> <p>If an issue was highlighted we would liaise with staff and collect information regarding 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? (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 specific learning difficulties are effectively addressed by appropriate Wave 1 support.</p>
<p>What additional support might be appropriate outside of the classroom? (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>What support might be appropriate from external agencies or specialist teachers? (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 SEN and additional needs in the school.</p>