



**School Offer: Social, Emotional and Mental Health Needs (S,E &MH).**

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 Social, Emotional or Mental Health Need?</p> <p><b>Common Acronyms/Agencies:</b>  <b>CAF</b> Referrals: Common Assessment Framework Referrals.  <b>TAC:</b> Team Around the Child.  <b>TAF:</b> Team Around the Family.  <b>SNS:</b> Schools' Nursing Service.  <b>CAMHS:</b> Child and Adolescent Mental Health Service.  <b>EHA:</b> Early Health Assessment.  <b>EBSS:</b> Emotional, Behaviour Support Service.</p>	<p>If a child has already been diagnosed with an S,E &amp; MH need, we work very closely with parents, pupils, external agencies already involved and primary colleagues to share information during the transition process from Year 6 to Year 7.</p> <p>We transfer and update any Individual Education Plans (IEPs) and Pen Profiles that might already exist, and share this information with the staff who have responsibility for and/or teach the child. We discuss confidentiality with parents and students and decide what information needs to be shared, and with whom, to ensure that we maintain our duty of care to 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 Social, Emotional or Mental Health Need or if the School suspects there may be an S,E &amp;MH issue?</p>	<p>S,E &amp;MH needs are often noticed first by parents and staff as well as the child and sometimes their friends. Often these needs can be a natural part of adolescence, but sometimes children need greater levels of support.</p> <p>If an issue was highlighted, we would liaise with staff and collect information regarding emotional well-being, progress and learning before meeting with parents and pupils to discuss the issues. Parents should involve the School (pastoral staff) if they have any concerns about the social, emotional and mental well-being of their child as early as possible so that we can provide appropriate support in School.</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?</p> <p><b>(Wave 1 Support)</b></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. (See note re confidentiality above.) There may be "triggers" that classroom teachers need to take into account when planning and delivering lessons that will also help to support children.</p>
<p>What additional support might be appropriate outside of the classroom?</p> <p><b>(Wave 2 Support)</b></p>	<p>It might be that a child would benefit from the support of a Staff or Student Mentor, or see our School Counsellor or the School Nurse. We also run group sessions for issues such as self-esteem, Identity, art therapy, Circle of Friends etc. We respond flexibly wherever possible to support the child.</p>
<p>What support might be appropriate from external agencies or specialist teachers?</p> <p><b>(Wave 3 Support)</b></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. Often the family GP is the first point of referral for children and families if health agencies need to be accessed, but School can help with this process and will be part of any agreed support.</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. You might like to speak to our Pastoral Staff too.</p>