



School Offer: Sensory, Physical and Medical Needs.

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 sensory, physical or medical need?</p>	<p>If a child has already been diagnosed with a sensory, physical or medical need, then we work very closely with parents, pupils, external agencies 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), Medical Plans and Pen Profiles, 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 sensory, physical or medical need or if the School suspects there may be an issue?</p>	<p>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 School.</p> <p>If it was felt appropriate an IEP, Medical Plan 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>(Wave 1 Support)</p>	<p>Wave 1 intervention takes place in the classroom. Appropriate differentiation, access and support are provided by the classroom teacher who has access to the IEP and Pen Profile. (See note about confidentiality above.)</p> <p>The very great majority of sensory, physical and medical needs are effectively supported by appropriate Wave 1 provision and differentiation by classroom teachers.</p>
<p>What additional support might be appropriate outside of the classroom?</p> <p>(Wave 2 Support)</p>	<p>It might be that a child would benefit from support from the SEND Manager, specialist teachers or Teaching Assistants. Support programmes tend to be 6-8 weeks long and target specific issues needing support. The duration of any withdrawal programme would depend upon the need of the child.</p>
<p>What support might be appropriate from external agencies or specialist teachers?</p> <p>(Wave 3 Support)</p>	<p>It is often the case that a child with sensory, physical and medical needs benefit from the input from specialist teachers, or equipment 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, Medical Plan and/or 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. Please contact Mrs Broughton in the first instance as she has day to day responsibility for SEN and additional needs in the School.</p>