

SPALDING HIGH SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

HEADMISTRESS: Mrs. M K ANDERSON

SPECIAL EDUCATIONAL NEEDS & DISABILITIES CO-ORDINATOR:
Mrs. L HEBBLEWHITE

SPECIAL EDUCATIONAL NEEDS & DISABILITIES MANAGER:
Mrs. S BROUGHTON

LINK GOVERNOR: (SEND) Mrs. D MULLEY
(SAFEGUARDING) Mrs. E FRAGALE
(HEALTH & SAFETY) Mr. J SMITH

DATE AGREED: June 2015

REVIEW FREQUENCY: Bi-annual

Executive Summary:

This policy sets out the statutory regulations and government/Local Authority advice regarding assessment, planning, implementation and review of support for pupils 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	Ratified March 2014
Health and Safety Policy	Ratified: September 2013
Supporting Pupils at School with Medical Conditions.	Ratified June 2014

Chair of Governors

Date

Headmistress

Date

1. INTRODUCTION:

1.1 Spalding High School seeks to provide the opportunity for all pupils to develop their learning skills, knowledge and understanding in all areas of the curriculum. All pupils 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.

1.2 This policy outlines the purpose, nature and management of care for pupils with special educational needs and disabilities (SEND).

1.3 The implementation of the policy is the responsibility of **all** members of staff.

1.4 The School follows the requirements of the Education Act 1996, Special Educational Needs and Disability Act 2001, the SEN Code of Practice 2002/3, The Disability Discrimination Act 2005, the Equality Act 2010 and the Children and Families Act 2014.

2. AIMS:

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

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 either be general (affecting the pupil across contexts) or specific in nature. Pupils 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 pupil may be of average or above average ability in all other areas of development. Some pupils 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 pupil may have poor social skills leading to conflict and isolation, aggression, disruption, disobedience (social). A pupil 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 was felt appropriate an IEP or Medical Plan would be instigated and shared with staff.

Appendices 1-4 provide information of the School's local offer in these four categories.

4. MEETING PUPIL NEED – THE EXPECTATION OF INCLUSION:

4.1 Inclusive education is a statutory right for all pupils (DFES 10/99 / DES 11/01). Schools, via subject teachers, therefore have a statutory responsibility to provide for individuals and make **reasonable adjustment** for pupils 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.

4.2 Most pupils' learning needs are met through **differentiation** in the classroom, (**Wave One provision**) where teachers tailor their approach to suit individual pupils' learning needs or styles. When pupils 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/SEND Manager in order to decide if further assessment or additional support is needed. At this point the pupil may progress to **Wave Two provision** i.e.; in order to make appropriate progress the pupil requires support that is additional to or different from that given as part of classroom based Wave One interventions.

4.4 If, after this additional or different support the pupil 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 pupil progresses to **Wave Three provision**.

4.5 Most pupils will have their special educational needs met by their school through Wave One and Wave Two provision. However, if a pupil's needs cannot be met, the School, Local Authority and parents may consider the need for statutory assessment.

5. WAVE ONE PROVISION: TEACHER DIFFERENTIATION AT CLASSROOM LEVEL:

All teachers will:

- Read, know, understand and follow each of the pupil Individual Education Plans (IEPs) or Medical Profiles for pupils they teach (attached on SIMs Linked Docs and T Drive / Whole school / SEND).
- Differentiate appropriately to meet the pupil's need.
- Expect that these pupils will need additional and different support to the majority and plan for this. Teachers will not be able to just do what they normally do.
- Expect pupils to make an appropriate rate of progress. SEN or disability is not to be used as an excuse or explanatory fiction for inappropriate progress.
- Engage with the SENDCo and SEND Manager over issues regarding progress/lack of progress or concerns.
- Record concerns and interventions on SIMs.

6. ROLES AND RESPONSIBILITIES OF STAFF:

6.1 **All teaching and support staff** are involved in the School's SEND policy and are made fully aware of school procedures for identifying, assessing, monitoring and making provision for pupils with SEND in their classroom/department. Subject staff have a responsibility to work closely with any Teaching Assistant in their classroom. Staff are expected to be mindful of the needs of all pupils but particularly those with SEND and medical needs to ensure that inclusivity can be achieved within the bounds of reasonable adjustment and health and safety requirements. Staff contribute to the compilation and review of IEPs and provide information for the SENDCo when requested. Staff also show in Schemes of Work and lesson plans how the targets of IEPs are being addressed in their teaching and provide reports on the progress of SEND pupils when requested by Pastoral Heads or Heads of Department.

6.2 **The Pastoral Heads** are responsible for the monitoring and review of all pupils in their cohort to ensure that they make suitable progress against target. They liaise closely with the SENDCo and SEND Manager and collect reports from staff about particular pupils, when requested. They work closely with pupils and parents to review progress regularly at meetings and attend Transitional and Annual Reviews if necessary.

6.3 **Teaching Assistants** (TA) are managed by the SEND Manager. The TA team is responsible for the classroom support of individual pupils with a statement/Educational Health Care Plan (EHCP) of SEND, or those who have been identified as requiring classroom support in their IEPs or Provision Maps at Wave Two or Wave Three provision. They also provide general support for small groups within the classroom and outside the classroom as part of our Wave Two Intervention Programme.

6.4 **The SEND Manager** has responsibility for the management of the SEND Department and reports directly to the SENDCo. The SEND Manager plans individual programmes of work (where appropriate) for pupils to inform/respond to the targets in their IEPs and provision maps, and give support lessons at lunchtime/free periods. She monitors the progress of SEND pupils and oversees the annual review of IEPs. The SEND Manager liaises with parents and pupils over provision to be offered where SEND has been identified and draws up IEPs and circulates them to staff and co-ordinates their implementation in the classroom. The SEND Manager also arranges for the assessment of pupils eligible for access arrangements in public examinations. She organises and conducts Annual and Transitional Reviews for pupils who have a Statement of Special Educational Needs (EHCP). She liaises with, and supports Teaching Assistants and arranges their timetable, monitoring and reviewing arrangements on a day to day basis. The SEND Manager is responsible for liaison with external agencies such as the Education Psychology Service, Health, and Behaviour Support. She organises the Annual School Based Audit, Statement (EHCP) Annual Reviews, IEPs and Provision Maps.

6.5 **The Headmistress** is currently SENDCo (Special Educational Needs & Disabilities Coordinator) and has overall responsibility for SEND, including the development of policy. A member of the teaching staff is currently training as SENDCo and working alongside the Headmistress and SEND Manager. The SENDCo is directly responsible for the monitoring of pupils with a statement (EHCP) of SEND and oversees the implementation of the School's SEND Policy and the identification and assessment of SEND at Spalding High School. The SENDCo and SEND Manager monitor the progress of those pupils on the SEND register and discuss these matters at regular meetings so that suitable intervention and support can be agreed and implemented.

7. PROCESS FOR IDENTIFYING PUPILS WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS & DISABILITIES AT POINT OF ENTRY:

7.1 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 pupils joining the School in the Sixth Form.

7.2 Information will be gathered in a variety of ways from the primary schools, parents and the pupils themselves. The SENDCo will attend the Year 6 Information Evening in order to gather information from any parent who may have concerns about their daughter'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.

7.3 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.

7.4 As the pupil moves through the School the Head of Lower School/Upper School/Sixth Form will use the Monitoring System to identify any pupil 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 taken as to the action to be taken in each case.

7.5 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 pupils do not feel stigmatised. Parents and pupils will be involved throughout the process.

8. TRACKING DOCUMENTS:

8.1 Individual Education Plans (IEPs)

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

The IEP will set out:

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

IEPs are reviewed twice each year and pupils and parents are involved in the process. Staff are expected to follow the procedures set out within the Staff SEND Booklet.

IEPs are circulated to parents at the same time as they are circulated to teaching staff. Two copies will be given to parents, one of which will be kept. The other copy is to be signed by both the parents and pupil and returned to school with any written comment they may wish to make.

Parents and pupils will have been fully involved in discussing the IEP and its significance. Parents will have the opportunity to meet with the Head of Year and SENDCo/SEND Manager to formulate the IEP. The way in which parents agree to help will be noted on the IEP. Our aim is to work in partnership with parents so that their daughter/son will progress and improve their school performance.

8.2 Provision Maps.

Provision Maps are used as planning and recording tools for small group / short term intervention programmes. They set out:

- The nature of the learning difficulties within the small group.
- The special educational provision to be made, staff involved, frequency and duration of support, specific programmes/activities/materials/equipment.
- Help from parents at home.
- Pupil input and actions.
- Targets to be achieved and expected outcomes.
- Review arrangements.
- Exit criteria.

8.3 Medical Needs Support Plans.

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

9. PUPILS WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS:

9.1 The County Council is in the process of transferring statements onto the Education Health Care Plan (EHCP) process in light of new statutory arrangements. Each pupil with a statement or EHCP will have an IEP with targets that originate from the needs identified in the statement/EHCP.

9.2 Targets will be reviewed annually at the formal Annual Review and at key points of transition (Yrs. 7,9,11 and 13) these will involve any agency that may play a major role in the pupil's life e.g. social services, Careers Service etc. A transition plan will be drawn up, and annually reviewed, in order to plan for the pupil's transition to adult life

10. ACCESS ARRANGEMENTS:

When a pupil 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).

11. WORK EXPERIENCE

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

12. CAREERS GUIDANCE:

The SENDCo and Head of Upper School will liaise with the Careers Coordinator when information about pupils with special needs or disabilities is requested. This ensures that such pupils 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 pupil with special educational needs.

13. SIXTH FORM:

Pupils entering the School at Sixth Form level will be 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 pupil might experience.

14. ADDITIONAL EDUCATIONAL NEEDS & VULNERABLE PUPILS:

14.1 The DFE has identified vulnerable groups of pupils 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 pupils 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 pupils.
- Young mothers.
- Young Carers.

14.2 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 Pupil Premium Grant.
- Children not making appropriate academic progress.

14.3 Those with additional educational needs or identified as vulnerable are not listed in the SEND Booklet as their needs may change frequently and in some cases be of a highly confidential nature. They are monitored by members of the 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 pupil's progress, they are not counted as special educational needs as they are not *learning difficulties* or *disabilities*.

15. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL:

15.1 The auditing of training needs is based on the Teacher Training Agency National Standards for SENDCos as well as the School Development Plan.

15.2 The SENDCo, SEND Manager and TAs will attend SEND courses which are appropriate and have a particular bearing on the children they are supporting.

15.3 Staff are given regular opportunities for in service training (INSET) to develop their confidence and skills in working with all SEND pupils. 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 pupils on the School's administration computer network and the SEND Booklet.

15.4 Each September, staff are given the SEND Booklet which contains information for supporting SEND pupils. They receive an update following the Annual Audit in January. Staff are also updated as necessary at Staff Meetings & Briefings.

15.5 Governors are informed of school-based training and invited to attend.

15.6 The School engages proactively in the arrangements for securing access to external support services for pupils with SEND. There is also liaison with special schools and other specialist provision.

15.7 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 and the Pastoral Heads, SEND Manager & SENDCo.
- Involving parents as soon as a concern has been raised.
- Encouraging the involvement of parents and pupils when drawing up an IEP.
- 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.

16. QUERIES ABOUT PROVISION

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



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 SENDco.</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>



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.

<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? (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? (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? (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 SENDco.</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>



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>Common Acronyms/Agencies: CAF Referrals: Common Assessment Framework Referrals. TAC: Team Around the Child. TAF: Team Around the Family. SNS: Schools' Nursing Service. CAMHS: Child and Adolescent Mental Health Service. EHA: Early Health Assessment. EBSS: Emotional, Behaviour Support Service.</p>	<p>If a child has already been diagnosed with an S,E & 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 &MH issue?</p>	<p>S,E &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 style="text-align: right;">(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. (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 style="text-align: right;">(Wave 2 Support)</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 style="text-align: right;">(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. 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 SENDco. You might like to speak to our Pastoral Staff too.</p>



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 style="text-align: center;">(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 style="text-align: center;">(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 style="text-align: center;">(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 SENDco. Please contact Mrs Broughton in the first instance as she has day to day responsibility for SEND and additional needs in the School.</p>