



SPALDING HIGH SCHOOL

SEND Information Report 2024-2025

Information for Parents/Carers

Spalding High School is a selective grammar school. It is committed to providing an education that ensures all students succeed and make the best of the opportunities and experiences available to them including those with SEND.

1. What kinds of special educational needs do we have at Spalding High School?

Definition of 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.

There are four broad areas of need:

- Cognition & Learning (C&L)
- Communication and Interaction
- Social, Emotional and mental health issues (S, E, and MH)
- Sensory, Physical and Medical Needs

At Spalding High School, we can make provision for a range of frequently occurring special educational needs, for students with or without an Education, Health and Care Plan (EHCP) for instance dyslexia, dyspraxia, Autistic spectrum Disorders and sensory difficulties: auditory and visual. We currently support pupils across all four broad areas of need.

The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs. The admission arrangements for the school are available on the school website.

2. Provision: How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

Spalding High School works closely with SENDCos and other key staff in primary schools, parents and the local authority to secure a successful transition for students identified with SEND. Further information about our provision and identification processes is set out in the SEND Policy and Local Offer. If a parent/carer thinks their child may have special educational needs they should contact the SENDCo in the first instance:

victoria.hickman@spaldinghigh.lincs.sch.uk

3. The following section contains questions relating to the School's policy for making provision for students with SEND whether or not they have an EHCP.

3.1. How does the school assess, review and evaluate the effectiveness of its provision for SEND students?

Every student in the school has their progress and attainment tracked and monitored three times per year. This information is shared with parents and students via two grade cards and one full academic yearly report.

Subject teachers use their detailed knowledge and observation of students in the classroom together with assessment data to track and monitor individual student progress. If concerns are identified, they liaise with the SENDCo and/or Head of Year. Through our Ordinarily Available Provision, Wave 1- differentiated support within the classroom may be required.

The Head of Year tracks and monitors individual students in their cohort across subjects. If they identify a concern, they will raise the student for discussion and liaise with all subject staff to look at a more focused provision. If a student does not make progress and there are still ongoing issues the subject teacher and /or the Head of Year will consult with the SENDCo for further advice and guidance. However, the SENDCo tracks and monitors pastoral and academic concerns raised for all pupils to ensure early identification of any SEND issues.

Some students may continue to make inadequate progress, despite high quality teaching targeted at their area of weakness. For these students and in consultation with parents a more detailed assessment may be required to understand what additional resources and different approaches are needed to enable the student to make better progress. These will be shared with parents and a Personal Learning Plan (PLP) drawn up. The PLP details the specific difficulties the student may have and gives staff strategies to help support the student in class. This will be reviewed regularly and refined or revised if necessary. At this point, we will have identified that the student has a special educational need because the school is making special educational provision for the student that is in addition to and different from what is normally available. The student will be added to our SEND register. (Wave 2)

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the student as having a special educational need. When any change in identification of SEND occurs, parents will be notified.

If the pupil is not making good progress in spite of the Wave 2 provision, we would move on to a Wave 3 provision which would involve further intervention and referrals to external agencies. We would also initiate a Send Support Plan (SSP) which would run alongside the pupil's Personal Learning Plan. The SSP would have targets for the pupil and review meetings every 6-8 weeks to assess and monitor the impact. If the pupil's needs are not being met through the Ordinarily Available Provision (Waves 1-3), the School may apply for an EHCP Needs Assessment (Wave 4).

If the student has an EHCP the School will meet with parents and students, (this will include an annual review) to review progress and evaluate provision.

3.2. What is the School's approach to teaching students with SEND?

At Spalding High School high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teaching staff assess their students on a regular basis; they celebrate student successes and identify any difficulties that they may experience. They plan, implement and review a range of classroom strategies to support students and make sure that progress has been made. This is a continuous process.

The quality of teaching at Spalding High School is judged to be outstanding. If a parent / carer has concerns about their child's progress, they may contact the subject teacher in the first instance and then the appropriate Head of Year.

The SENDCo supplies the Governing Body with a SEND Report twice a year.

3.3. How does the School adapt the curriculum and learning environment for students with SEND?

A students' programme may be differentiated to meet individual needs including those with SEND. All differentiation is aimed at removing barriers to learning and ensuring the student reaches their full potential. The school will work flexibly to create an individualised approach programme. Provision will be regularly evaluated to assess its suitability and effectiveness.

3.4. What additional support for learning is there available for students with SEND?

There are a range of interventions for additional support that may be put in place dependent on individual need and these include:

- Highly individualised and differentiated approaches within the classroom
- Support from subject clinics
- Literacy/numeracy/wellbeing interventions
- Support from staff/ student mentor
- In Class resources e.g. Use of laptop/ coloured overlays

3.5. How will my child be included in activities outside of the classroom?

Where it is necessary, the School will use the resources available to it to provide support to enable safe participation of the student in the activity. Every effort will be made to make reasonable adjustments to enable the student with SEND to participate in trips, visits and extra-curricular activities.

3.6. What support is available for improving the emotional, mental and social development of students with SEND?

At Spalding High School, we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching e.g. PSHCE, tutor time and indirectly in daily interactions within the school community. We have an anti-bullying policy that has been created in collaboration with the student body. Anti-bullying, as a topic, is discussed in PSHCE lessons.

We provide the following opportunities for these skills to be developed:

- Support from form tutors, pastoral support team and Heads of Year. In addition to their support, some students are signposted to relevant external agencies such as Kooth.
- An extensive range of extra-curricular clubs and activities that take place at lunchtime.
- Collaboration with external agencies.
- Friends programme / ELSA support.
-

4. What are the contact details for the SENDCo.?

The SENDCo at Spalding High School is Victoria Hickman, victoria.hickman@spaldinghigh.lincs.sch.uk She is available on the school number 01775 722110.

What expertise and training do staff have in supporting children with SEND?

Most recent training for staff was held in April 2023, "Making sense of Autism: Raising awareness", delivered by the Working Together Team. Staff have also received advanced skills training for Diabetes. All new staff receive SEND training as part of their induction. The School responds to training needs as and when they arise. The SENDCo regularly reviews provision and works with the Assistant Headteacher for Teaching and Learning to ensure staff receive appropriate training to meet the needs of our pupils.

5. How will equipment and facilities to support children and young people with SEND be secured?

Specialist expertise is sought from external agencies when it is required, in addition to any specialised equipment. Please refer to our Accessibility Plan, as an Appendix to the SEND Policy.

6. What are the arrangements for consulting parents/carers of children with SEND about, and involving them in, their education?

Parents/carers are encouraged to discuss any particular needs of their child when they first start at the school. This information is gathered via an entry questionnaire and Year 7 Induction Evening in June. All parents are invited to discuss the progress of their child once a year at Parents' Evenings. Personal Learning Plans are reviewed three times a year and are sent home at each Monitoring and Assessment data point for parental information and comment. In addition to this, we have an open door policy and are happy to arrange meetings with parents to discuss any concerns throughout the year. If pupils have a SEND Support Plan (SSP), these plans are reviewed every 6-8 weeks and parents/carers are invited into school or offered a Teams meeting. Any pupil in receipt of an EHCP, will be invited to attend the annual and/or transitional review with parents/carers each year.

7. What are the arrangements for consulting students with SEND about, and involving them in, their education?

When a student has been identified as having special educational needs, a member of the SEND team arranges regular meetings with them to discuss their PLP so that they are consulted about, and involved in, arrangements for them as part of person-centred planning.

8. What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with SEND concerning the provision made at the School?

We encourage parents to discuss their concerns with the subject teacher, Head of Year, the SENDCo and Head Teacher to resolve an issue before making the complaint formally to the Chair of the Governing Body. If a formal complaint is to be pursued the normal arrangements for the treatment of complaints at Spalding High School is used.

The following link may be useful:

[SEND Complaints Policy](#)

9. How does the Governing Body involve other agencies, including Health and Social Services , Local Authority support services and voluntary organisations, in meeting the needs of students with SEND and in supporting families of such students?

The Governors have regular meetings of the "Standards Committee". Here Governors discuss pertinent issues such as Safeguarding and pastoral support. Relevant support agencies are contacted as any needs arise.

10. What are the contact details of support services for parents of students with SEND?

SEND Information, advice and support can be obtained from a Lincolnshire group known as **Liaise** (<http://www.lincolnshire.gov.uk/liaise/about-us/>)

They can be contacted in the following ways:

Telephone - a 'call back' can be requested on 0800 195 1635 (Mon-Fri 8am – 6pm)

Email: fis@lincolnshire.gov.uk

11. What are the arrangements for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living?

At Spalding High School, we work closely with the educational settings used by the students before they transfer to us, in order to seek information that will make their transfer as seamless as possible. Students with special educational needs and disabilities and their parents are offered individual meetings with the SENDCo at the June Induction evening. Staff pre-visit Primary schools to gather information and the pupils are invited to an Induction day in the summer term. At

key transition points, Key Stage 3 to Key Stage 4, Key Stage 4 to Key Stage 5 and leaving sixth form, SEND students are given individualised support and advice about their 'next steps'.

12. Where is the Local Authority's local offer published?

Lincolnshire's local offer can be found at:-

[SEND Local Offer – Lincolnshire County Council](#)

Cambridgeshire's local offer can be found at:-

[Local Offer - Cambridgeshire County Council](#)

Spalding High School's offer can be found at:-

[Send School Offer](#)

Additionally, Spalding High School's SEND & Inclusion Policy can be found at:

[SEND & Inclusion Policy](#)

SEND Accessibility Plan Information for Parents/Carers

Introduction:

Spalding High School is committed to providing an inclusive and accessible learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). This accessibility plan outlines our strategies and actions to ensure that students with SEND have equal access to education and are able to participate fully in school life.

Objectives:

1. To identify and remove barriers to learning and participation for students with SEND.
2. To provide reasonable adjustments and accommodations to support students with SEND.
3. To ensure that all staff are trained and equipped to support students with SEND.
4. To promote a culture of inclusion and respect for diversity with the School community.

Strategies and Actions:

Accessibility Audit: We conduct an accessibility audit of the School premises and facilities to identify any physical or environmental barriers to access for students with SEND. We develop a plan to remove or modify these barriers, referring to external agencies for further support and training, where appropriate.

Reasonable Adjustments: We develop a policy for providing reasonable adjustments and accommodations to support students with SEND. For example, depending on the needs of the student, this may include a modified curriculum, and additional support staff.

Staff training: We provide regular training and professional development opportunities for all staff to increase their knowledge and understanding of SEND and how to support students with SEND effectively.

Inclusive Curriculum: We ensure that the curriculum is inclusive and accessible to all students, including those with SEND. This may involve modifying teaching methods, materials, and assessments to meet the needs of individual students.

Communication: We develop clear and effective communication channels between staff, students, and parents/carers to ensure that everyone is informed and involved in the support of students with SEND.

Monitoring and Evaluation: We regularly monitor and evaluate the effectiveness of the accessibility plan and make adjustments as necessary. This may involve gathering feedback from students, parents/carers and staff and reviewing progress against objectives.

Conclusion:

Spalding High School is committed to providing an inclusive and accessible learning environment for all students, including those with SEND. This accessibility plan outlines our strategies and actions to ensure that students with SEND have equal access to education and are able to participate fully in school life. We will continue to review and improve our accessibility plan to ensure that it remains effective and relevant to the needs of our students.