



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

INCLUSION & STUDENT SUPPORT (SEND) DEPARTMENT

The opportunity to educate our young people is a very special privilege and it is one that we take extremely seriously. Our aim is to prepare our students to take their place as the next generation of adults, able to think about and address the global challenges that we face, armed with the evidence and equipped with the skills.

We take pride in the vibrant, culturally rich and socially and ethnically diverse area of Greater London that our school serves. Our SEND provision is carefully tailored to ensure that the needs of all these students are met. Everything that we do is underpinned by a commitment to inclusion which ensures that everyone, whatever their background or ability fulfills their potential.

We believe it is our job to provide the opportunities that help discover potential, support it, develop it and celebrate it. We think that everyone should be encouraged and enabled to develop their knowledge, exercise their creativity, stretch their personal boundaries and learn resilience within a safe and nurturing environment. We believe that there is no ceiling on aspiration and that all our SEND students should expect to leave school ready for the next part of their educational journey.

The School Inclusion Policy should be read in conjunction with this document.

Intent of Curriculum:

At Shirley High School, our intention for Special Educational Needs and Disabilities (SEND) is to ensure that students receive an ambitious, high-quality education regardless of any additional need.

We strive to ensure that learners are fully equipped with the resources that they need, in order for them to be inquisitive, resilient learners and to develop life-long learning skills.

Through quality first teaching, quality planning and our Shirley Learning journey, it is our intention to:

- Identify any additional learning needs at an early stage, to ensure that learning opportunities are met;
- Ensure that students have access to a broad, ambitious and diverse curriculum;
- Provide an accessible learning environment that promotes inclusivity;
- Develop the interests of each student and nurture independence;
- Provide high quality staff training so that they have the skillsets to support students with SEND;
- Work closely with parents and carers;
- Work closely with outside agencies and undertake a pro-active, collaborative approach.

We continually adapt our provision to meet new or emerging needs, we deliver our curriculum taking account of the very best in current educational thinking and we all celebrate and share in each other's successes. We expect our staff and our students to 'Strive for Excellence' in everything that they do and this is reflected as our core school principle.

Implementation

At Shirley High School, each of our staff members understands the importance of inclusivity and celebrating differences. Every teacher is a Teacher of SEND and this is promoted through the school via CPD, SEND information disseminations, accessibility to SEND resources and a dedicated Inclusion and Student Support Department.

Together, we work hard to engage with parents, carers and outside agencies to forge strong relationships and successfully support our students.



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All of our SEND students are on a SEND register that clearly identifies their need and the support required. Their SEND status and need appears on SIMS. As well as this strategies are placed on MINT Class and in staff share folders so staff are informed and can plan effectively.

To ensure inclusivity, every SEND student at Shirley High School will:

- Be fully included in all lessons;
- Be set high expectations;
- Be provided with differentiated activities that are accessible to the student, whilst still being challenging;
- Be a respected and valued member of every class;
- Have access to high-quality small group interventions as required;
- Be provided with high-quality, bespoke 1:1 interventions as required;
- Have work set that is carefully planned and differentiated according to their needs;
- Have access to extra-curricular provision e.g., Homework Club, Lunchtime Games Club, Lego Club ;
- A curriculum that engages learning and matches their needs so they are prepared for the next stage of their educational journey;
- Small group sessions;
- 1:1 specialist teacher sessions.

We liaise with external agencies such as Educational Psychology (EP), Speech and Language Therapists (SaLT), Hearing Impairment (HI), Children Adolescent and Mental Health Services (CAMHS), and the Local Authority SEND Department.

Our intentions will be monitored through:

- Lesson observations;
- Learning walks;
- Quality assurance management systems;
- Student voice;
- Surveys and feedback.

Impact

As a result of our intent and implementation, SEND students at Shirley High School will:

- Feel safe and happy in school;
- Know they are a valued member of our school community;
- Demonstrate high levels of engagement and be a Shirley Learner;
- Make good progress from their starting points due to the careful planning, support and high quality resources that are provided;
- Develop their independence and life-long learning skills, and know what their strengths are;
- Have a broad understanding of the opportunities available to them at the next stage of their journey in education, training or work and will feel confident that they can make informed decisions that are right for them;
- Leave Shirley High School with a passion to be lifelong learners, feel empowered to pursue their interests and be successful, responsible global citizens.



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We want all at SHS to believe in and maintain the values of our school:

