



## 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.*

### SCHOOL INFORMATION REPORT SPECIAL EDUCATIONAL NEEDS AND DISABILITIES 2021 – 2022

#### Arrangements to Meet the Needs of Students with Special Educational Needs and Disabilities

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At Shirley High School we endeavour to support all students of the school to make progress in all areas including academically, emotionally and socially. Our aim is to provide a positive ethos and climate of respect and trust where students feel safe and support students to become independent young adults when they leave Shirley High School.

**Shirley High School's mission is to offer a high quality education to all learners within an inclusive and respectful environment. An environment where all our consistently challenged and supported to be successful, well rounded global citizens.**

Students who are on the SEND Register at Additional SEND Support level or who have an Education, Health and Care Plan or are identified as requiring additional funding via the Locality SEND Support Offer will receive support according to individual needs which is 'in addition to or different from' the differentiated curriculum.

#### What support do we offer?

At Shirley High School we will strive to ensure that the necessary provision is made for any student with SEN and Disability thereby fulfilling the statutory duties and best practice guidelines set out in the '*SEND Code of Practice: 0-25 years, 2015*'



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**Roles and responsibilities:**

Who should I contact to discuss the concerns or needs of my child?

**Subject teacher**

Responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all students.
- Checking on the progress of your child and identifying , planning and delivery of any additional support required to support progress
- Contributing to devising SEND Support Plans to prioritise and focus on the next steps required for your child to improve learning

If you have concerns about your child you should speak to your child’s subject teacher/ form tutor first. Depending on the outcomes of these discussions you may have a follow up meeting with the Head of Inclusion and Student Support (SENDCo).

**Attendance & Welfare Officer (AWO), Early Help Coordinator and Deputy Designated Safeguarding Lead**

Responsible for:

- Monitoring students day to day attendance
- Working with families where student attendance is a concern or has dropped to the level where the student is classed as persistently absent (PA)
- Liaison with external agencies regarding attendance i.e. the Local Authority (LA) Education and Welfare Department; LA Child Missing from Education (CME) Department; LA Elective Home Education Department; referrals to specialist provisions for medical or emotionally based school refusal (EBSR); GPs and / or other medical professionals; Social Care and Early Help.

Name: Ms K Stewart

0208 656 9755

[stewart@shirley.croydon.sch.uk](mailto:stewart@shirley.croydon.sch.uk)



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<p><b>Head of Inclusion and Student Support (Special Educational Needs &amp; Disability Coordinator - SENDCo)</b></p> <p>Name: Miss C Pepperrell</p> <p>0208 656 9755</p> <p><a href="mailto:pepperrell@shirley.croydon.sch.uk">pepperrell@shirley.croydon.sch.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"><li>• Day to day management of SEND Provision</li><li>• Coordinating provision for children with SEND and developing the school's SEND policy</li><li>• Ensuring that parents/carers are:<ul style="list-style-type: none"><li>○ Involved in supporting their child's learning and access</li><li>○ Kept informed about the range and level of support offered to their child</li><li>○ Included in reviewing how their child is doing</li><li>○ Consulted about planning successful movement (transition) to a new class or school</li></ul></li><li>• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties</li><li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.</li></ul>
<p><b>Lead Teacher for the Secondary Hearing Resource Centre</b></p> <p>Name: Mrs L Tailleir</p> <p>0208 656 2987 / 0208 656 9755</p> <p><a href="mailto:Louise.Tailleir2@croydon.gov.uk">Louise.Tailleir2@croydon.gov.uk</a></p> <p><a href="mailto:tailleur@shirley.croydon.sch.uk">tailleur@shirley.croydon.sch.uk</a></p> <p><b>Sensory Service Lead</b></p> <p>Name: Mrs L Saddington</p> <p>0208 760 5783</p> <p><a href="mailto:Luisa.Saddington@croydon.gov.uk">Luisa.Saddington@croydon.gov.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"><li>• Day to day management of Hearing Resource Centre</li><li>• Coordinating provision for children with hearing impairment and developing the school's SEND policy</li><li>• Ensuring that parents/carers are:<ul style="list-style-type: none"><li>○ Involved in supporting their child's learning and access</li><li>○ Kept informed about the range and level of support offered to their child</li><li>○ Included in reviewing how their child is doing</li><li>○ Consulted about planning successful movement (transition) to a new class, school or Post 16.</li></ul></li><li>• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties</li><li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting the needs of a hearing impaired student.</li></ul>



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<b>Deputy Principal (Pastoral) &amp; School Designated Safeguarding Lead</b>  Name: Ms M Francis  0208 656 9755  <a href="mailto:francis@shirley.croydon.sch.uk">francis@shirley.croydon.sch.uk</a>	Responsible for:  <ul style="list-style-type: none"><li>• Maintaining an overview of the SEND provision and the day to day implementation of policy and procedures and monitoring its ongoing effectiveness.</li></ul>
<b>Principal</b>  Name: Mr T Myton  0208 656 9755  <a href="mailto:walpole@shirley.croydon.sch.uk">walpole@shirley.croydon.sch.uk</a>	Responsible for:  <ul style="list-style-type: none"><li>• Strategic overview of implementation</li></ul>
<b>SEND Governor</b>  Name: Mr R Munn  0208 656 9755  <a href="mailto:office@shirley.croydon.sch.uk">office@shirley.croydon.sch.uk</a>	Responsible for:  <ul style="list-style-type: none"><li>• Supporting school to evaluate and develop quality.</li><li>• Supporting the impact of provision for students with SEND across the school.</li></ul>
<b>SEND Support – Assessment, Planning and Review</b>  <i>How will the school decide if my child needs extra help? How can I find out about how well my child is doing?</i>	
Meetings are held each term to look at the progress of all students.  Where there are concerns that a student is not making progress further assessments will take place and, as required, there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. If appropriate your child will be involved too.  Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.	



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If required targets and actions to help your child overcome any difficulties will be recorded by the school in a SEND Support Plan. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can help your child at home. All students with an Education Health and Care Plan (EHCP) or who have been identified for Locality SEND Support Offer funding, will have an IEP (Individual Education Plan)

The impact of this additional support will be reviewed regularly and you will be invited to be part of this review. In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychology Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond which can be offered by our own resources a request for Locality SEND Support Offer funding may be requested.

The SENDCo will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

### **Tests and Examinations: Access Arrangements**

For some students additional arrangements and adjustments can be made to enable them to fully access statutory tests. These might include a reader, additional time, rest breaks or use of a word processor (see exam procedures). Access Arrangements are put in place by specialist staff (SENDCo & Deputy SENDCo) following the gathering of evidence showing this to be the normal way for a student to work in order to achieve their potential.

The SENDCo will talk to you if she feels that your child would benefit from these additional arrangements.

### **Curriculum and Teaching Methods( including groupings and interventions)**

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised with flexibility with opportunities for both ability and mixed settings to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students, with a long term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their Individual Education Plan or SEND Support Plan.



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### **Access**

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that students with SEN and Disability can take part in all aspects of school life.

The school's accessibility plan is updated annually and can be viewed on the school website.

Depending on the specific needs of your child a more personalised access plan or medical plan may be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

### **Staffing Expertise**

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND.

Recent training has covered:

ADHD

Lexia Reading Programme

Autism

Speech and Language

First Aid

Access Arrangements

The SENDCo also actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school also seeks advice and guidance from local special schools, ELPs and other relevant agencies to help school staff meet the needs of your child and review, evaluate and develop provision for students who have the most complex needs.



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We have staff with specialised expertise and qualifications including:

- Student Support Assistants with Teaching Assistant qualifications, and/or Teaching qualifications and / or educated to degree level.
- Teacher with qualification in Speech, Language and Communication Difficulties
- 2 x specialist dyslexic teachers
- Teacher of the Deaf
- Specialist Teaching Assistants for HI students attached to the HRC
- Emergency First Aid at Work – 1 day course
- First Aid at Work – 3 day course

### **External partnerships**

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

<b>Agency</b>	<b>What they offer?</b>
Educational Psychology Service Our attached Educational Psychologist is: Karina Ng	Opportunity for assessment of students with an Education, Health and Care Plan. New referrals can be made so that advice can be obtained regarding the need of the individual student.
Speech and Language Therapy Therapists: Makeda Amoah Helen Dyke (Hearing Impaired students)	Review needs of students with SENDCo at the beginning of each academic year.  Speech and Language sessions with students in school.  Social Skills groups for students with Speech and Language needs
CAMHS (Child and Adolescent Mental Health Service) / DeafCAMHS	Referrals made for advice and assessment regarding the needs of individual students
Family Lives Parent Partnership Service: Tel: 020 3131 3150	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.
Early Help Service  School: Ms K Stewart	Early Help brings together professionals who will work with the whole family to try to make things improve for everyone. Early Help could include support with parenting, employment,



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<a href="mailto:stewart@shirley.croydon.sch.uk">stewart@shirley.croydon.sch.uk</a> Central Locality: Christine Evelyn <a href="mailto:Christine.Evelyn@croydon.gov.uk">Christine.Evelyn@croydon.gov.uk</a>	anti-social behaviour and emotional well-being.
Virtual School for Children who are Looked After <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a> <a href="#">Virtual schools for other London Boroughs as required.</a>	This service oversees and monitors provision for children who are in care of the Local Authority
School Counsellor:  Cecilie Sasu <a href="mailto:sasu@shirley.croydon.sch.uk">sasus@shirley.croydon.sch.uk</a>	Any student may be referred for counselling at any time. Our school counsellors are experienced in counselling students with a variety of needs.
The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for students with SEND: <a href="http://www.croydon.gov.uk/education/special-educational-needs/senhelp">www.croydon.gov.uk/education/special-educational-needs/senhelp</a>	

### Transition

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

#### When moving to another school / Post 16 provider:

- We will contact the School / Post 16 provider SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible.





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#### **When moving between classes and phases**

- If appropriate, there will be opportunities for your child to meet the teacher and other key staff.

#### **When moving to secondary school:**

- Our SENDCo will make contact with the Year 6 teacher or SENDCo once a school has been named to start planning for transition.
- Our SENDCo will attend the annual Transition Meeting for Croydon Schools to meet with SENDCos from Primary Schools and discuss the needs of individual students.
- Our SENDCo will visit identified Year 6 students in primary schools, liaise with the parents and facilitate the Year 6 students undertaking visits to Shirley High School in preparation for transition.
- Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and to help your child become familiar with the new setting and to reduce any anxieties.
- Your involvement in this process will be critical in supporting a successful move.

In the light of Covid-19, some of the normal transition actions have not been able to take place. For transition arrangements Summer 2021 the following action has been undertaken:

- all parents/ carers and primary schools have been contacted and information requested about the specific needs of the student.
- Parents/ carers have had a face to face meeting with either the HoY 7, SLT members, senior teaching staff or the SENDCO.
- A virtual Year 6 Induction Day is being arranged.

Any visits to school in person can only be made in line with government guidelines.

Parents/ carers have been asked to contact the SENDCO with information, reports or advice about a student's particular SEND needs.

The SENDCO has contacted the SENDCOs at the primary schools of identified students and requested to be invited to any year 6 review meetings arranged for this term.

#### **Other arrangements to support inclusion of students with additional need and engagement with their families:**

- We undertake additional planning and risk assessments to ensure that students with SEND can take part in the wide range of extra-curricular activities the school offers, including school outings and residential trips.
- We encourage regular contact with parents/ carers via email, phone or meetings in person.



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We review and update our arrangements for supporting students on a regular basis.

This School Information Report should be read in conjunction with the school Inclusion Policy, which can be found on the school website.

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

