



**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 2025-2026**

**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, our aim is to provide an inclusive and supportive community where all students are supported to achieve their full potential in school and beyond. We subscribe to the Social Model of Inclusion and are committed to facilitating an inclusive community by applying reasonable adjustments to support the participation of all students in all aspects of school life.

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 students are consistently challenged and supported to be successful, well rounded global citizens.

Students who are on the SEND Register at additional SEND support level; have an Education, Health and Care Plan (EHCP) 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*’

<b>Roles and responsibilities:</b>	
Who should I contact to discuss the concerns or needs of my child?	
<b>Subject teacher</b>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>● Adapting and refining the curriculum to respond to the strengths and needs of all students.</li> <li>● Checking on the progress of your child and identifying , planning and delivery of any additional support required to support progress</li> <li>● Contributing to devising SEND Support Plans to prioritise and focus on the next steps required for your child to improve learning</li> </ul> <p>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).</p>



## 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.*

<p><b>Attendance &amp; Welfare Officer (AWO), Early Help Coordinator and Deputy Designated Safeguarding Lead</b></p> <p>Name: Ms T Bonsu</p> <p>020 8656 9755</p> <p><a href="mailto:tbonsu@shirley.croydon.sch.uk">tbonsu@shirley.croydon.sch.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"><li>● Monitoring students day to day attendance</li><li>● Working with families where student attendance is a concern or has dropped to the level where the student is classed as persistently absent (PA)</li><li>● 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.</li></ul>
<p><b>Head of Inclusion and Student Support (Special Educational Needs &amp; Disability Coordinator - SENDCo)</b></p> <p>Name: Miss T Crammer</p> <p>020 8656 9755</p> <p><a href="mailto:sendco@shirley.croydon.sch.uk">sendco@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: Ms L Carey-Bailey</p> <p><a href="mailto:Liane.Carey-Bailey@croydon.gov.uk">Liane.Carey-Bailey@croydon.gov.uk</a></p> <p>0208 760 6000 Ext. 24375</p> <p><b>Croydon Sensory Service Lead</b></p> <p>Name: Mrs L Saddington</p> <p>0208 726 6000 Ext 24638</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>● Coordinating the peripatetic care and support of students who are hearing impaired.</li><li>● Providing advice for parents, carers and school regarding the support of students who are hearing impaired.</li></ul>



**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.*

<p><b>Deputy Principal Safeguarding, Pastoral and Attendance</b></p> <p>Name: Mrs D Afriyie</p> <p>020 8656 9755</p> <p><a href="mailto:afriyie@shirley.croydon.sch.uk">afriyie@shirley.croydon.sch.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>● Maintaining an overview of the SEND provision and the strategic development and implementation of policy and procedures and monitoring its ongoing effectiveness.</li> </ul>
<p><b>Principal</b></p> <p>Name: Mr T Myton</p> <p>020 8656 9755</p> <p><a href="mailto:principalspa@shirley.croydon.sch.uk">principalspa@shirley.croydon.sch.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>● Strategic overview of implementation.</li> </ul>
<p><b>SEND Governor</b></p> <p>Name: Mr Mike West</p> <p>020 8656 9755</p> <p><a href="mailto:office@shirley.croydon.sch.uk">office@shirley.croydon.sch.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>● Supporting the school to evaluate and develop quality.</li> <li>● Supporting the impact of provision for students with SEND across the school.</li> </ul>
<p><b>SEND Support – Assessment, Planning and Review</b></p>	
<p><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></p>	
<p>Meetings are held each term to look at the progress of all students.</p> <p>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.</p> <p>Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.</p> <p>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 Independent Educational Plan (IEP) or a Provision Map. We use a Provision Mapping software to provide a personalised support plan that is shared with staff, students and carers to ensure a consistent approach in our support of students on our SEND register.</p> <p>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.</p>	



## 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.*

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 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 may contact 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 facilitated in a range of ways to support access and ensure that all students are challenged appropriately and make academic progress.

Development of our Shirley Learning Journey ensures that all teachers are making suitable changes to engage all learning and that the curriculum is accessible for all. A bank of strategies highlighted by the SEND department is shared with staff to inform their practice. These strategies are constantly monitored and reviewed.

Class group 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 Provision Map.

### **Access**

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

We have an accessibility plan in place to ensure that students on our SEND register 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.

The school has a broad and accessible extra-curricular programme that is available for all pupils.

There are specific educational trips throughout the year and as part of our Cultural Capital week. Reasonable adjustments are made to facilitate inclusion.

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.



## 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.*

### 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
- MITA training for all SSA and Teaching Staff
- Access to National College online training that covers courses to improve SEND teaching and staff development.
- Autism
- Speech and Language
- First Aid
- Access Arrangements
- ELSA
- Speech, Language, and Communication needs (SLCN)
- Developmental Language Disorder (DLD)
- Precision Teaching

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, Enhanced Learning Provisions (ELPs) and other relevant agencies to support staff in addressing your child's needs, as well as to review, assess, and enhance provision for students with the most complex requirements.

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
- Teacher of the Deaf provided by the HRC
- 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
- Trained ELSAs

### 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:

#### Agency

#### Educational Psychology Service

Our attached Educational Psychologist is:  
Karina Ng

#### What they offer?

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 needs of the individual student.



**SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE**

*Our Vision:*

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

<p><b>Speech and Language Therapy</b></p> <p>Therapists:</p> <p>Andrea Victor</p> <p>Helen Dyke (Hearing Impaired students)</p>	<p>Review needs of students with SENDCo at the beginning of each academic year.</p> <p>Speech and Language sessions with students in school.</p> <p>Social Skills groups for students with Speech and Language needs</p>
<p><b>CAMHS (Child and Adolescent Mental Health Service) / Deaf CAMHS</b></p>	<p>Referrals made for advice and assessment regarding the needs of individual students</p>
<p><b>Family Lives Parent Partnership Service:</b>  <a href="http://www.familylives.org.uk">www.familylives.org.uk</a>          Tel: 0808 800 2222          WhatsApps: 07441 444125</p>	<p>The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.</p>
<p><b>Croydon Sensory Support Service</b></p> <p>Name: Ms L Carey-Bailey</p> <p><a href="mailto:Liane.Carey-Bailey@croydon.gov.uk">Liane.Carey-Bailey@croydon.gov.uk</a></p> <p>0208 760 6000 Ext. 24375</p>	<p>Working with students with hearing impairments. 1:1 support for specific pupils within the school.</p>
<p><b>Early Help Service</b></p> <p>Ms T Bonsu</p> <p>020 8656 9755</p> <p><a href="mailto:tbonsu@shirley.croydon.sch.uk">tbonsu@shirley.croydon.sch.uk</a></p>	<p>Our AWO will make referrals to Early Help which is an agency that brings together professionals who will work with the whole family. Early Help could include support with parenting, employment, anti-social behaviour and emotional well-being.</p>
<p><b>Central Locality: Sonal Desai</b></p> <p><a href="mailto:Sonal.Desai@croydon.gov.uk">Sonal.Desai@croydon.gov.uk</a></p>	<p>SEND Locality Lead. Supports the school in accessing funds and support for students needing more support than can be offered through differentiated approaches.</p>
<p><b>Virtual School for Children who are Looked After</b></p> <p><a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a></p> <p>Virtual schools for other London Boroughs as required.</p>	<p>This service oversees and monitors provision for children who are in care of the Local Authority</p>
<p>School Counsellor:</p> <p>Sharon Rickard</p>	<p>Any student may be referred for counselling at any time. Our school counsellors are experienced in counselling students with a variety of needs.</p>



**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.*

[srickard13@shirley.croydon.sch.uk](mailto:srickard13@shirley.croydon.sch.uk)

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:

[https://croydon.cloud.servelec-synergy.com/Synergy/Croydon\\_SEND\\_Local\\_Offer/](https://croydon.cloud.servelec-synergy.com/Synergy/Croydon_SEND_Local_Offer/)

**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.
- We will work with parents/carers and EHCP Coordinators to ensure students are enrolled at a suitable provision.

**When moving between year groups**

- If appropriate, there will be opportunities for your child to meet the teacher and other key staff.
- If necessary, KS3/KS4 transition support is available according to students’ needs. If they have an EHCP, it may be necessary to arrange a review.

**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.
- 1:1 meetings with the SENDCo in school as part of our ‘Getting to Know You’ event.
- SSA support as part of the school’s Taster Day.
- SSA support as part of the school Summer School programme.
- 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.
- Encourage parental involvement in the process to facilitate a successful move.

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



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

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

- 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.

### **What do I do if I have a concern or complaint regarding provision for my child with SEND?**

At Shirley High School, we are committed to providing high standards of support to all of our students and in particular those identified with special educational needs and disabilities (SEND). We realise that there are times when your input can help us to improve these practices. We therefore take your concerns and complaints very seriously.

In order to facilitate inclusive practices in all areas of the school and to ensure holistic care and support of all students at Shirley High School, **initial complaints do not go directly to the SENDCo.**

If your complaint or concern pertains to an issue in a particular subject area, please email the subject teacher and the head of department with all the relevant details.

If your complaint or concern pertains to an issue with pastoral care or support, please email your child's form tutor and head of year.

If your issue is left unresolved, please email the details of your concern or complaint to the SENDCo at [sendco@shirley.croydon.sch.uk](mailto:sendco@shirley.croydon.sch.uk).

If this does not resolve your issue, please email Deputy Principal, Mrs Afriyie at [afriyie@shirley.croydon.sch.uk](mailto:afriyie@shirley.croydon.sch.uk).

If all the above does not resolve your concern or complaint, please refer to the school's complaints procedure and policy.

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's website.

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

