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 2026-2027

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'*

To support this inclusive approach, Shirley High School provides support for students with a wide range of special educational needs and disabilities, in line with the four broad areas of need identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We recognise that many students may present with needs across more than one of these areas, and we work closely with families and external professionals to ensure that provision is tailored to each student's individual profile. Our inclusive approach ensures that all students are supported to access the curriculum, participate fully in school life, and make progress academically, socially and emotionally.

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Roles and responsibilities: Who should I contact to discuss the concerns or needs of my child?	
Subject teachers	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 Name: Ms T Bonsu 020 8656 9755 tbonsu@shirley.croydon.sch.uk	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.
Head of Inclusion and Student Support (Special Educational Needs & Disability Coordinator - SENDCo) Name: Miss T Crammer 020 8656 9755 sendco@shirley.croydon.sch.uk	Responsible for: ● Day to day management of SEND Provision ● Coordinating provision for children with SEND and developing the school's SEND policy ● Ensuring that parents/carers are: ○ Involved in supporting their child's learning and access ○ Kept informed about the range and level of support offered to their child ○ Included in reviewing how their child is doing ○ Consulted about planning successful movement (transition) to a new class or school ● Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties ● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.

Lead Teacher for the Secondary Hearing Resource Centre Name: Ms L Carey-Bailey Liane.Carey-Bailey@croydon.gov.uk 0208 760 6000 Ext. 24375 **Croydon Sensory Service Lead** Name: Mrs L Saddington 0208 726 6000 Ext 24638 Luisa.Saddington@croydon.gov.uk	Responsible for: ● Coordinating the peripatetic care and support of students who are hearing impaired. ● Providing advice for parents, carers and school regarding the support of students who are hearing impaired.
Deputy Principal / DSL Name: Mrs D Afriyie 020 8656 9755 afriyie@shirley.croydon.sch.uk	Responsible for: ● Maintaining an overview of the SEND provision and the strategic development and implementation of policy and procedures and monitoring its ongoing effectiveness.
Principal Name: Mr T Myton 020 8656 9755 principalspa@shirley.croydon.sch.uk	Responsible for: ● Strategic overview of implementation.
SEND Governor Name: Mr Mike West 020 8656 9755 office@shirley.croydon.sch.uk	Responsible for: ● Supporting the school to evaluate and develop quality. ● Supporting the impact of provision for students with SEND across the school.

SEND Support – Assessment, Planning and Review
How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

Students may be identified as having SEND through a range of methods, including teacher observations, assessment data, screening assessments, information received from primary schools, parental concerns, student voice and advice from external professionals. Staff can raise concerns through the school's SEND referral process, enabling the SEND team to gather information from teachers, parents and the student, review progress data and carry out additional assessments where required. Identification is considered across the four broad areas of need outlined in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.

We recognise that parents and carers are key partners in their child's education and actively involve them in assessment, planning, review meetings, decision-making and transition planning.

Information gathered through our Year 6 transition programme, including primary school liaison, visits, transition events, summer school and baseline assessments such as reading and CAT tests, also helps us identify students who may require additional support and enables provision to be planned effectively before entry to Year 7.

Where additional support is required, the school will work with parents/carers, staff and, where appropriate, the student to plan provision and agree intended outcomes. This may include further assessments to develop a deeper understanding of a student's strengths and areas of need.

Difficulties relating to communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs may lead to the implementation of additional support.

Support will be planned and reviewed through the Assess, Plan, Do, Review (APDR) graduated approach. Students receiving SEND Support will have a pupil passport outlining their strengths, areas of need and strategies to support their learning. Pupils with more complex needs may have additional provision plans informed by advice from external professionals.

Students with an Education, Health and Care Plan (EHCP) will have an Individual Learning Plan (ILP) and/or Provision Map. Provision plans are created and reviewed using our Provision Mapping software, enabling staff, students and parents/carers to access and contribute to support strategies and agreed outcomes.

The impact of provision is reviewed regularly and support may be adapted in response to a student's progress and changing needs. Where appropriate, and with parental consent, the school may seek advice from external agencies such as Educational Psychology, Speech and Language Therapy or other specialist services.

Where a student's needs are identified as requiring support beyond that ordinarily available through the school's resources, the SENDCo may discuss accessing additional support through the Locality SEND Support Offer and will provide information about the process and relevant support services available to families.

Evaluating the Effectiveness of SEND Provision

At Shirley High School, we regularly evaluate the effectiveness of our SEND provision to ensure that students receive high-quality, impactful support. This evaluation includes:

- Review of SEND Support Plans, Independent Education Plans (IEPs) and Provision Maps.
- Regular learning walks, book looks and classroom observations.
- Analysis of intervention outcomes.
- Monitoring of external agency recommendations.
- Annual evaluation of SEND provision as part of whole-school self-evaluation, including reporting to the Governing Body on SEND outcomes, provision quality and areas for development.

Findings from these evaluations inform future planning, staff training, resource allocation and the ongoing development of inclusive practice across the school.

Support for Emotional and Social Development

Shirley High School is committed to supporting the emotional and social development of all students, including those with SEND. We recognise that emotional wellbeing is essential for learning, and we provide a range of support:

- ELSA (Emotional Literacy Support Assistant) sessions
- Access to the school counsellor
- Pastoral support from Heads of Year, form tutors and the Inclusion Team
- Social skills groups
- Nurture-based approaches, including safe spaces, sensory breaks etc.
- Behaviour Support Plans

Preventing Bullying

We take bullying extremely seriously and have robust systems in place to prevent and respond to bullying, including bullying related to SEND. Our approach includes:

- A whole-school anti-bullying policy.
- Proactive teaching of respect, inclusion and empathy through PSHE, assemblies and tutor time.
- Close monitoring of vulnerable students, including those with SEND, during social times and transitions.
- Clear reporting routes for students and parents, including pastoral staff, the SENDCo and safeguarding leads.
- Swift intervention when concerns arise, including restorative conversations, targeted support and involvement of external agencies where appropriate.

We aim to create a safe, inclusive environment where all students feel valued, respected and supported.

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 they identify 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.

Educational trips take place throughout the year, including those delivered as part of our Cultural Capital programme. We ensure reasonable adjustments are in place so that students with SEND can access these opportunities safely and meaningfully.
Depending on your child's specific needs, a personalised access plan or medical plan may be developed in consultation with you, and this will be reviewed and updated regularly.

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:

- Lexia Reading Programme
- Access to National College online training that covers courses to improve SEND teaching and staff development.
- First Aid
- Access Arrangements
- Speech, Language, and Communication needs (SLCN)
- Precision Teaching
- Social Stories

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.
- 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	What they offer
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 needs of the individual student.
Speech and Language Therapy Allen Speech and Language 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) / Deaf CAMHS 020 3228 0000 croydoncamhsmail@slam.nhs.uk	Referrals made for advice and assessment regarding the needs of individual students.
SENDIASS Croydon Phone: 020 8152 4558 or 020 8663 5630 Email: croydon@kids.org.uk	The SENDIASS team provides free, confidential, and impartial information, advice, and support to children, young people, and their parents or carers regarding Special Educational Needs and Disabilities (SEND).
Croydon Sensory Support Service Name: Ms L Carey-Bailey Liane.Carey-Bailey@croydon.gov.uk 0208 760 6000 Ext. 24375	Working with students with hearing impairments. 1:1 support for specific pupils within the school.
Early Help Service Ms T Bonsu 020 8656 9755 tbonsu@shirley.croydon.sch.uk	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.
Croydon SEN service team senenquiries@croydon.gov.uk	SEND Locality Lead. Supports the school in accessing funds and support for students needing more support than can be offered through differentiated approaches.
Virtual School for Children who are Looked After 020 3758 3348 virtualschool@croydon.gov.uk Virtual schools for other London Boroughs as required.	This service oversees and monitors provision for children who are in care of the Local Authority

School Counsellor: Sharon Rickard srickard13@shirley.croydon.sch.uk	Any student may be referred for counselling at any time. Our school counsellors are experienced in counselling students with a variety of needs.

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:

- 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. If this does not resolve your issue, please email Deputy Principal, Mrs Afriyie at 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.
Further Information and Support for Families
Croydon Local Offer: 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/ **Croydon SENDIASS:** www.kids.org.uk **Croydon Mencap:** www.croydonmencap.org.uk

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:

