

STUDLEY HIGH SCHOOL

School Information Report (2022-23)

Warwickshire's Local Offer can be found at <http://www.warwickshire.gov.uk/send>

Worcestershire's local offer can be found at [SEND Local Offer | Worcestershire County Council](#)

This SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), to fulfil our aims for them.

The School Offer:

	Regulation	Question	Offer
	<p>The kinds of Special educational needs for which provision is made at the school.</p>	<p>What kinds of special educational needs are provided for at the school?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2015).</p> <p>We have students on our register from the four areas of need set out in the SEN (Special Educational Need) Code of Practice, 2014;</p> <ul style="list-style-type: none"> • Communication and Interaction, (autism spectrum disorder, attention deficit hyperactivity disorder, students who may have challenges in the behavioural, emotional, and social development areas as well as with learning); • Cognition and learning itself with Specific Learning difficulties such as dyslexia i.e., negotiating the demands of the Secondary Curriculum with its emphasis on comprehension and memory, note taking and essay writing;

			<ul style="list-style-type: none"> • The area of sensory and physical needs, sometimes requiring additional assistance or technological support, e.g., students with visual or auditory difficulties and those with sensory processing needs; • Social, emotional, and mental health needs, <p>In addition to those with medical needs.</p>
	<p>Information in relation to mainstream schools about the school's policies for identification and assessment of students with special educational needs.</p>	<p>How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>Studley High school works very closely with primary schools to transfer key educational information. The SENCO and the Transition Co-ordinator work closely to collate information from a range of sources to flow freely and in confidence to prepare students for life at secondary school. These include information from parents/carers; junior/primary school teachers; end of year 6 levels; base line testing; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and Year Leaders closely monitor the progress and attainment of all pupils, including those who have, or may have, SEND. The continuous monitoring of pupils during their time at our school will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Year Leaders, outside agencies, parents/carers, or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving adaptive learning opportunities, does not make expected progress.</p> <p>For specific issues, we may choose to draw upon the advice of key consultants to further explore the SEND needs of students. Before GCSE time, we assess some students to look in to any further support that can be offered during exam time such as additional time, readers, or scribes. This is an Access Assessment and can support the students towards gaining the very best GCSE outcomes. A Specialist Teacher is employed to conduct these assessments.</p>

			<p>All pupils identified with special educational need are on the SEND register which is accessible to all staff. They use this information to inform their lesson planning, teaching, and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
		<p>What should I do if I think my child/young person may have special educational needs?</p>	<p>For parents/carers who are worried about any SEND needs, concerns can be raised and discussed initially and further information can then be collected on the concerns raised. The SENCo offers an e mail address for correspondence: Senco_SHS@shiresmat.org.uk</p> <p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have.</p> <p>We conduct baseline assessment on entry to the school to ensure pupils make outstanding progress in the correct ability set.</p>
	<p>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p>How will the school support my child/young person?</p> <p>How do you check and review the progress of my child and how will I be involved?</p>	<p>Our teachers have high expectations of all pupils and are dedicated to ensuring the best academic and social progress possible. Your child's individual needs will be communicated to all teachers who will adapt their lessons to meet these requirements using a range of strategies including practical resources if required. Staff are kept up to date with training and are receptive to adapting their lessons according to student's needs for additional or different provision. Adaptation within lessons will allow your child to access the curriculum appropriately. Within school, where appropriate, pupils may be offered additional support via interventions, teaching assistants and pastoral care. This additional support will be communicated with parents/carers to ensure an effective working partnership.</p> <p>Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head teacher, senior leadership team and SENCo. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are research informed, evidence based and measured to monitor impact and attendance against expected rate of progress. Where we feel something is not working, we are quick to respond and find alternatives through dialogue with the</p>

		<p>learner and their families. Our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs. The Progress Managers support pastoral needs, pupil welfare and they all have Designated Person status for Child Protection.</p> <p>Students with an Education, Health & Care plan have an annual review and key professionals within the school are dedicated to the students as a consistent point of contact.</p>
<p>How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</p> <p>How accessible is the school environment?</p>	<p>Adaptive teaching is embedded in our curriculum and practice and is continually developing. We have a tailored personalised curriculum for some pupils with severe and complex needs, which involve regular Learner Progress Meetings/Reviews with children and young people and their families to help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of universal provision and this is monitored regularly by the leadership team through our quality assurance cycle.</p> <p>We have a full Accessibility Plan/Policy in place and as such, we consider our environment to be fully accessible to meet the needs of our learners and their families. We are vigilant about making reasonable adjustments, where possible. Our policy and practice adhere to The Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p>
<p>Arrangement for consulting parents of children with SEN and involving them in their child's education.</p>	<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have several opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning in school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by updates on the curriculum which we share through our newsletter and/or website. We host several curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p>

<p>Support that is available for improving the emotional, mental, and social development of pupils with special educational needs</p>	<p>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support and we offer a team of experienced Progress Managers to lead and support this in our setting. Relevant staff are trained to support medical needs and all staff receive training in 'Epi-pen' administration. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards, and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly reviewed through the Student Council. Support staff encourage greater independence in all our learners.</p> <p>Where a diagnostic report suggests the need for additional time in examinations, or this is identified by a student or teacher, we have a Specialist Assessor from SENDSupported who conducts test to confirm the need for additional time within our setting and for external exams.</p> <p>A broad range of academic and hobby/interests' clubs are available at our school. They are open to all students, including students with SEND. SEND students are provided with support to attend when necessary.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable, parents/carers are consulted and involved in planning.</p>
<p>In relation to mainstream schools, the name and contact details of the SEN coordinator</p>	<p>Who should I contact if I want to find out more about how Studley High School supports pupils with SEND?</p>	<p>The SENDCo is Laura Monfardini. SEND Administrator: Karen Slack</p> <p>Contact details: Senco_SHS@shiresmat.org.uk Telephone number: 01527 852478</p>

		What should I do if I think my child may have a special educational need or disability?	<p>Emails are monitored by the SENDCO and administrator and queries will be addressed.</p> <p>Speak to your child's tutor in the first instance.</p>
	Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	What specialist services and expertise are available at or can accessed by the school?	<p>We have links with outside agencies whose expertise may be called upon when necessary, and always with parental agreement. Where necessary, a plan or passport will outline what additional support the student is to receive from these agencies, which are SENDSupported, Educational Psychologist, medical and health care professionals and Lifespace.</p> <p>Parents may also have access assistance through SENDIAS, Warwickshire's Family information service and the Early help framework. This can help signpost help from other voluntary and professional groups and services. SENDSupported offer assistance for those on the Autism spectrum disorder and Sensory processing difficulties, as well as advising students with Cognition and learning needs.</p>
		What training are the staff supporting children and young people with SEND had or are having?	<p>Our staff receive regular training and our teachers all hold qualified teacher status. We have several established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services, we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>Our SENCo has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve delivery of universal provision and targeted interventions and to develop enhanced skills and knowledge. Staff meetings regularly update on matters pertaining to special education needs and disability. We have a team of expert Learning Assistants and Progress Managers who also engage in regular CPD.</p>
	The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for	How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?	<p>We have a robust Induction programme in place for welcoming new learners to our school and a Transition Coordinator, Mrs Sarah Smith. We have particularly good relationships with any feeder settings as well as settings children/young people move on to. The staff liaise closely with both junior and further education representatives, specific hand over meetings are arranged in addition to requesting and passing on data relating to academia/learning needs and individual pupil needs and</p>

	adulthood and independent living		<p>requirements. Extra transitions and meeting of staff will be arranged if appropriate and open communication with parents is welcomed.</p> <p>We have a careers service with an advisor on site.</p> <p>For 'in year' transitions, care is taken to liaises with former schools and SENCOs to gather as much information as possible on new starters. Our pastoral team help to monitor new starters and maintain effective communication with parent/careers during this initial stage of school transfer. Tours and meetings are held before any news starters join.</p>
		What are the admissions arrangements for pupils with Special educational needs?	The school Admission Policy, available on the school website, will be followed.
	How equipment and facilities to support students with SEND secured.	How are the school's resources allocated and matched to children's/young people's special educational needs?	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The head teacher, governors and finance manager oversee all matters of finance. Budgets are closely monitored and aligned to the school improvement plan.</p> <p>If specialist equipment of facilities is required, these can be arranged via discussion with the SEND team. Arrangements may be made to use a school laptop for external examinations for those who it is their normal way of working in lessons, because of significant difficulties with presentation, when a referral made by a teacher.</p>
		How is the decision made about what type and how much support my child/young person will receive?	Quality First Inclusive Practice (universal provision) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner, and their families. All interventions aim to be monitored for impact and outcomes are defined at the start of any intervention. The SENCo and Assistant SENCo oversee additional support and regularly share updates with the SEND Governor.
	The arrangements for consulting parents of children with special educational needs about, and involving such	How are parents involved in the school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open-door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute via several means.

	parents in, the education of their child.		<p>Communicate with us on a regular basis. Attend meetings. Provide positive and constructive feedback to further support your child. Understand that 'sometimes' we may need to adapt support to make it more effective – all we ask is that you work with us in order to meet the needs of your child please.</p> <p>Our Governing Body includes Parent Governors/representatives. We completed the LPPA (Leading Parent Partnership Award) in January 2015.</p>
	The arrangements for consulting young people with special educational needs about, and involving them in, their education.	How will my child be involved in his/her own learning and decisions made about his/her education?	<p>Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements.</p>
	The contact details of support services for the parents of pupils with special educational needs	What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?	<p>In addition to our web-site and updating our staff regularly, the SENCo and Progress Managers will support families to access services through the Local Authority's Local Offer.</p> <p>SENDIAS (Independent Advice Service) is now delivered by Kids 02476 366054 https://www.kids.org.uk/warwickshire-sendias-front-page</p> <p>SEN Worcester County Council: http://www.worcestershire.gov.uk/info/20107/special_educational_needs</p> <p>Early Intervention Family Support: http://www.worcestershire.gov.uk/EIFS</p> <p>Worcestershire Parent Partnership: http://www.worcestershire.gov.uk/directory_record/2687/a_guide_to_the_parent_partnership_services</p>
	Arrangements for handling complaints from parents of children with SEN about the provision made at the school.	How are the complaints relating to the school's special educational needs provision handled?	<p>The School's Complaints Procedure, available on the school website, is followed.</p>

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