

Special Educational Needs Information Report

How we support children with special education needs and disabilities



STUDLEY HIGH SCHOOL
An Academy Trust School - Always Aiming Higher



Shires
Multi Academy Trust

This SEN Information report can be looked through page by page or use the 'quick links' to find answers to a specific question.



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Areas of Special Educational needs

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- E.G. Dyslexia, Dyscalculia,
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children are identified as having SEND when they have a significantly greater difficulty in learning than most 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).

We have students on our register from the four areas of need set out in the SEN (Special Educational Need) Code of Practice, 2014.



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What should I do if I think my child has Special Educational needs?

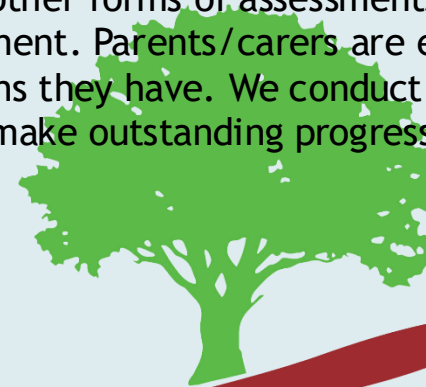
For parents/carers who are worried about any SEND needs, concerns can be raised to tutors, or via the SEND email and discussed initially, and further information can then be collected on the concerns raised. There is an enquiry button on the website that can be used to inform the SEND team of a concern: [SEND | Studley High School](#)

The SEND team contact details are as follow:

The SENDCo is Mrs L Monfardini.
SEND Administrator: Ms K Slack

Email address: Senco_SHS@shiresmat.org.uk
Telephone number: 01527 852478

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 at raising any concerns. We use data with other forms of assessments/observations to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the subject teacher/tutor about any concerns they have. We conduct baseline assessment on entry to the school to ensure studentss make outstanding progress in the correct ability set.



How does the school know if a child needs extra help?

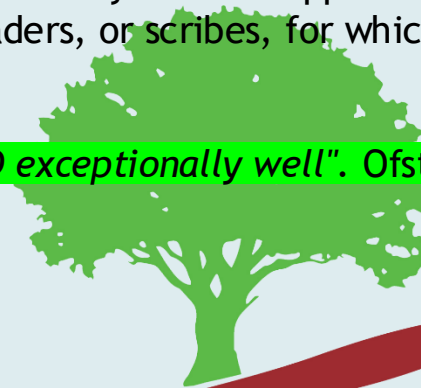
Studley High school works very closely with primary schools to transfer key educational information. The SENCO and the Transition Co-ordinator work closely to collate information from a range of sources to prepare students for life at secondary school. For example via staff meetings, parental meetings, monitoring visits to the primary schools.

Our teaching staff closely monitor the progress and attainment of all students, including those who have, or may have, SEND. The continuous monitoring of students during their time at our school will further identify students with a special educational need. Identification may come from staff members, parent/carer, outside agencies, parents/carers, or the students themselves.

We follow a staged and graduated approach to identifying and assessing needs ('Assess, Plan, Do, Review' model). The triggers for intervention could be staff concerns, underpinned by evidence, about a student who, despite receiving adaptive learning opportunities, does not make expected progress.

For specific issues, we may choose to draw upon the advice of key consultants to further explore the SEND needs of students. Exam access arrangements are explored and determined before GCSE's which identifies any further support that can be offered during exam time such as additional time, readers, or scribes, for which a Specialist Teacher is employed.

"The school identifies pupils with SEND exceptionally well". Ofsted 2024.



How will both school and I know how my child is doing?

We regularly shared progress feedback with all our learners and their families via qualitative and quantitative means. For example, students received feedback on assessments in class which were used to inform 3 progress reports each year. In addition, we had several opportunities (including parents' evenings) where parents/carers could meet with staff to discuss learner progress. At such meetings 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.

Students with an Education, Health & Care plan had periodic review including an annual review to include external input where required. This has been through observations and reports via SALT, EP and OT. EHCP students had designated key professionals within the school who are a consistent point of contact for families.



How will school help me support my child's learning?

We hosted 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. Where more regular contact was required, our staff made suitable arrangements to ensure this is put in place.

Examples:

- How to revise sessions
- Year 11 revision sessions
- Options evening
- Option drop-in afternoon
- Careers Fair
- Coffee afternoon
- Curriculum evenings
- Transition evening



How will the curriculum be matched to my child's needs?

Adaptive teaching is embedded in our curriculum and was reviewed and enhanced last year. All our teachers are clear on the expectations of high-quality universal provision, and this was monitored regularly by the leadership team through our quality assurance cycle.

Our approach to the curriculum is context driven and we ensure the subjects offered suit the needs of each cohort. This was evident with our current year 11 cohort who have a Functional English and Math pathway.

We have a tailored and personalized curriculum for some students with severe and complex needs, involving 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.



How are the schools' resources allocated and matched to children's special educational needs?

Our finances are monitored regularly, and we utilize 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. If specialist equipment or facilities are 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 is made by a teacher. This is a context driven area and we use our finances to respond to the needs of each cohort.



How will the school decide the type of support my child will receive?

High Quality Inclusive Practice (universal provision) is clearly defined in our setting, and we expect all staff to deliver this.

Where universal provision has not led to the expected progress in comparison with peers, additional support was sought (this was 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 SENDCo oversaw additional support and regularly shared updates with the SEND Governor.

Examples of Intervention:

- Emotion regulation
- Working memory
- Lego therapy
- Self esteem
- Executive function
- Homework



How does the school judge whether the support has had an impact?

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 learner and their families. Our additional support programs are overseen by the SENDco and all our teachers are teachers of inclusion and special educational needs.

"Leaders have designed a high ambitious and rigorous curriculum for all pupils, including those with SEND" Ofsted 2024



How will my child be included in activities outside the classroom including school trips?

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.

Examples of trips attended:

Year 7 residential
Cadbury's world
Harry Potter experience
The Space Centre
Theme parks
Warwick castle
Snowdonia
Duke of Edinburgh



What support will there be for my child's overall well- being?

All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and communicated this information. We have a medical policy in place.

Our Behaviour Policy, (this can be found on the school website) which includes guidance on expectations, rewards, and sanctions, is fully understood and in place by all staff. Staff applied the policy whilst maintaining an understanding of students' background and needs. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence (<https://studleyhighschool.org.uk/parents-2/attendance/>).

Learner voice is central to our ethos, and this is encouraged in a variety of ways and regularly reviewed through the Student Council. For example, students wanted a better experience at break times and asked for some outdoor seating which was provided.

A broad range of academic and hobby/interests' clubs are available at our school. (<https://studleyhighschool.org.uk/personal-development/extracurricular/>) Our offer was updated after seeking students voice. They are open to all students, including students with SEND. SEND students are provided with support to attend when necessary. 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.



What training have the staff supporting SEND had or what are they having?

Our staff received regular training, and our teachers all hold qualified teacher status. Specific training needs such as trauma, ACES, adaptative teacher were identified as key areas and delivered to the whole staff. 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.

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.



How accessible is the school both indoors and outdoors?

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.

(<https://www.gov.uk/guidance/equality-act-2010-guidance>)

We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Page 1: <https://studleyhighschool.org.uk/about-us/school-information/policies/>



How are parents involved in the school? How can I get 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:

- SEND audit
- Coffee afternoon
- School information report survey
- Parent Questionnaire
- Promote links to Early Help
- Pupil passport

"The school identifies pupils with SEND exceptionally well. 'Pupil Passports' provide precise information for staff about pupils' individual needs".
"The school communicates exceptionally well with parents and carers about the importance of pupils being in school". Ofsted 2024



How do children contribute their views about their support and who can help them?

Students are encouraged to take part in student Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements. All students had the opportunity to be involved in School Council who met regularly throughout the year.

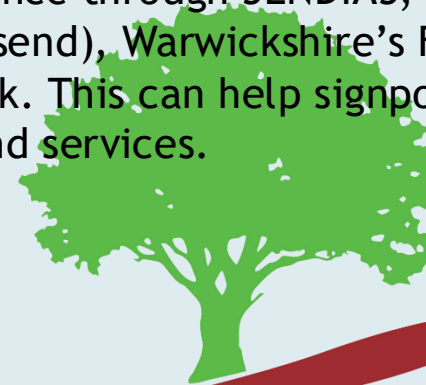


What specialist services are available or can be accessed by the school?

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. Agencies used included:

- SENDSupported: ASD, SPD and exam access (<https://www.sendsupported.com/>)
- Warwickshire Educational Psychologist service: General learning and mental health overview
- Mental Health in schools' team: Support students' mental health
- Chadsgrove: Learning support team (https://www.chadsgroveschool.org.uk/web/learning_support_team/429969)
- Medical and health care professionals: Occupational Therapy, Hearing impairment team and the Sight team.
- Lifespace/Young Minds Matter: Mentoring
- SALT

Parents may also have access assistance through SENDIAS, (<https://www.warwickshire.gov.uk/send>), Warwickshire's Family information service and the Early help framework. This can help signpost help from other voluntary and professional groups and services.



How will the school prepare and support my child when transferring classes or schools?

We have a robust Induction program in place for welcoming new students to our school and a Transition Coordinator, Mrs. Smith (Year 7). We have particularly good relationships with any feeder settings as well as educational settings children/young people move on to. The staff liaise closely with the schools to ensure a specific hand over is arranged when passing on data relating to academia/learning needs and individual students needs and adulthood and independent living requirements. Extra transitions tours, days and meetings were conducted and communicated with parents. Individual needs were given consideration when provided additional transition events.

We have a careers service with an advisor on site and we also subscribe to UniFrog which can be accessed by all students.

For 'in year' transitions, care is taken to liaise 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/carers during this initial stage of school transfer. Tours and meetings are held before any new starters join.



Who can I
contact for
further
information
or to
complain
about SEN
issues?

The School's Complaints Policy details how to conduct a complaint which is available on the school website.

Complaints Co-ordinator:
Mrs Y Clarke (yclarke@shs.shiresmat.org.uk)

Relevant documentation to be found on our website:

Page 2 - Complaint form and Policy
<https://studleyhighschool.org.uk/about-us/school-information/policies/>



The Local Offer

In addition to our web-site and updating our staff regularly, the SENDCo and Pastoral Team support families to access services through the Local Authority's Local Offer.

<https://www.warwickshire.gov.uk/send>

SENDIAS (Independent Advice Service) is now delivered by Kids 02476 366054

<https://www.kids.org.uk/warwickshire-sendias-front-page>

SEN Worcester County Council:

http://www.worcestershire.gov.uk/info/20107/special_educational_needs

Early Intervention Family Support: <http://www.worcestershire.gov.uk/EIFS>

Worcestershire Parent Partnership:

http://www.worcestershire.gov.uk/directory_record/2687/a_guide_to_the_parent_partnership_services



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Mrs L Monfardini - Senco:
Email: Senco_SHS@shiresmat.org.uk
Telephone number: 01527 852478

Ms K Slack - Learning Resource Centre Manager and SEND Administrator
Mrs Hill - HLLSA - Year 11
Mrs Sharpe - LSA yr 10 - teaching & learning champion

Mrs Johnson - LSA - Year 11
Miss Drust - LSA - Year 10
Miss Dixon - LSA - Year 9
Miss Bessant - LSA - Year 9
Miss Haywood - LSA - Year 9
Mrs Lee - LSA - Year 7
Miss Caulwell - LSA - Year 7

All TAs carry out a Key Professional role for studentss with ECHPs, ensuring a strong relationship is built with the student and with parent/carers, and are the first point of contact for parents/carers. They liaise with the Senco and the pastoral team to support all the needs of the students.

School Contact details:



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What other support services can help me?

[Studley padlet -
https://padlet.com/lmonfardini1/send-information-
vpoxolq1n3e3iq23](https://padlet.com/lmonfardini1/send-information-vpoxolq1n3e3iq23)
[The National Autistic Society](#)
[British Dyslexia Association](#)
[Dyslexia Action](#)
[ASD Friendly](#)
[PDA Society](#)
[The Dyscalculia Centre](#)
[Living with ADHD](#)
[Young Minds](#)
[Information leaflet listing Coventry & Warwickshire
Services](#)
[Poster - Empowering Families](#)

www.sendgateway.org.uk
Log in information:
Email: send@shs.shiresmat.org.uk
Password: StudleyHighSchool



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