

Special Educational Needs Information Report

A practical guide to understanding how Studley High School's systems, approaches, and resources in supporting children and young people with Special Educational Needs and Disabilities.

SEND Governor: Dr. A Carr

Last reviewed on: September 2025

Next review due by: Autumn term 2026



STUDLEY HIGH SCHOOL
An Academy Trust School - Always Aiming Higher



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Which staff will support my child and what are their key responsibilities?

At Studley High School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive*



Mrs L. Monfardini
SENDCO



Miss K Slack
SEND Administrator



Mrs C Hill
HLLSA



Mrs R Sharp
LSA/T & L Champion



Miss S Caulwell
LSA



Ms E Dixon
LSA



Mrs K Drust
LSA



Miss M Haywood
LSA



Mrs J Johnson
LSA



Mrs S Lee
LSA

Mrs Monfardini - SENDCO, EAA coordinator, AP coordinator, Teacher
Ms K Slack - Learning Resource Centre Manager and SEND Administrator
Mrs Hill - Year 11
Mrs Sharpe - Year 10

Mrs Johnson - Year 11
Miss Drust - Year 10
Miss Dixon - Year 9
Miss Haywood - Year 9
Mrs Lee - Year 9
Miss Caulwell - Year 7
Mrs E Leather - Year 8



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Acronyms

Acronyms	Definition
SEN	Special Educational needs
SENDSCO	Special Educational needs co-ordinator
HLLSA/LSA	Higher level learning support assistant/Learning support assistant
ASD	Autism spectrum disorder
ADHD	Attention Deficit Hyperactivity Disorder
SENDIASS	Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service
SPD	Specific learning difficulties
SALT	Speech and language therapist
APDR	Assess Plan Do Review

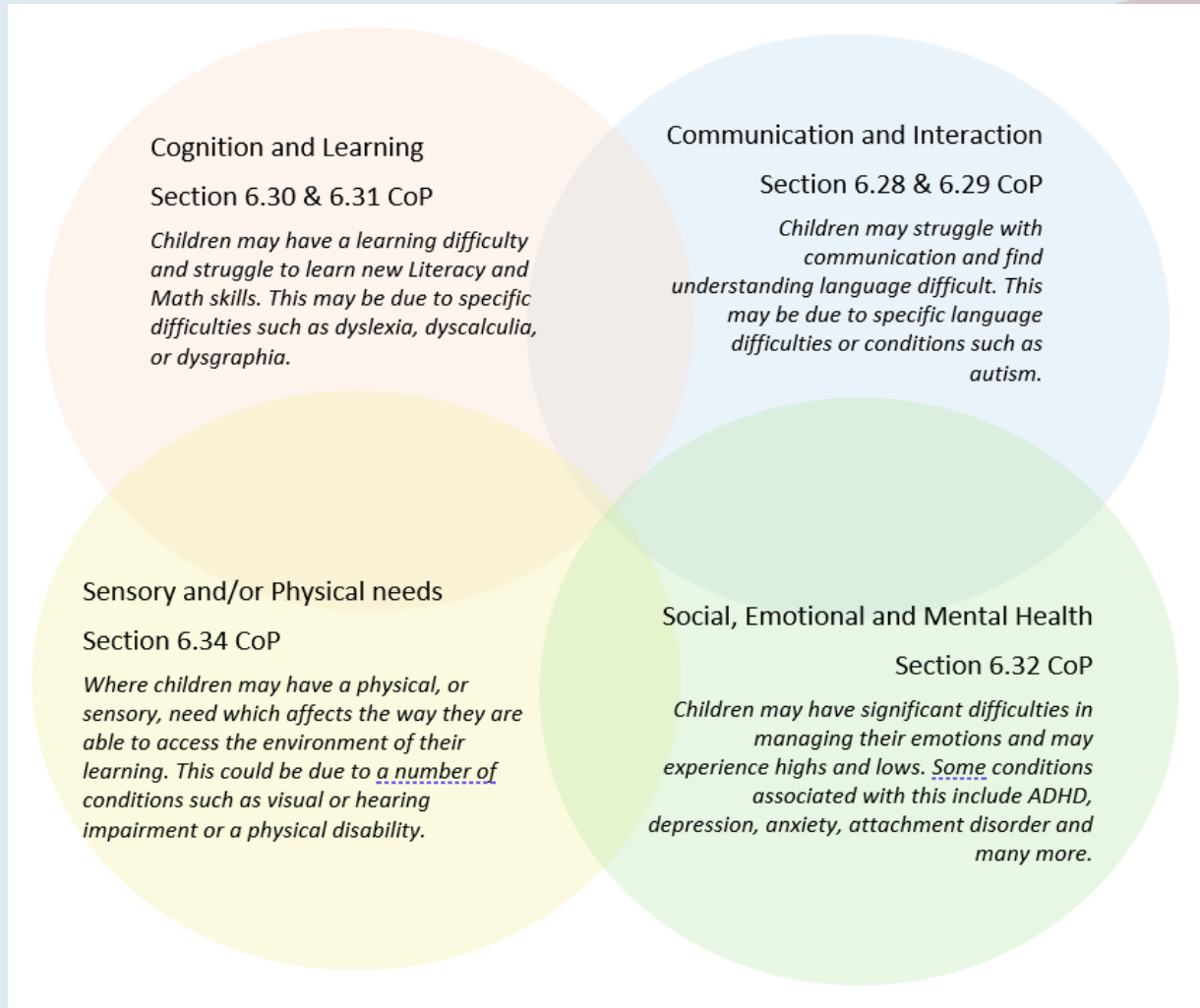


This SEN Information report can be looked through page by page or use the 'quick links' to find answers to a specific question.



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What types of SEND does the school provide for?



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).

Often you will find that children and young people's needs overlap and are rarely confined to one area, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)



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

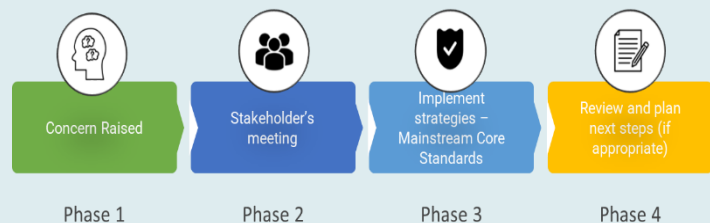
For parents/carers who are worried about any SEND needs, concerns can be raised to tutors, or via the SEND email and discussed initially, and further information can then be collected on the concerns raised. There is an enquiry button on the website that can be used to inform the SEND team of a concern: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

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 students make outstanding progress in the correct ability set.



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



<https://www.warwickshire.gov.uk/education-send/send-support-mainstream-education>

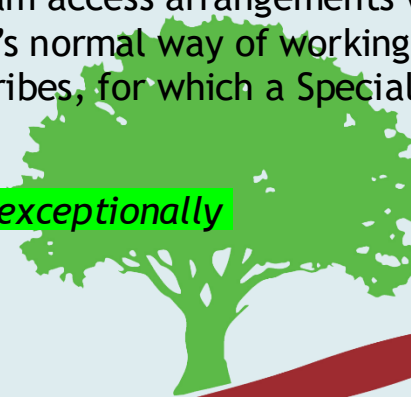
Studley High school worked very closely with the primary schools to transfer key educational information. The SENDCO and the Transition Co-ordinator worked closely in collating information from a range of sources and prepared students for life at secondary school. For example, staff meetings, parental meetings were conducted, monitoring visits to the primary schools.

Our teaching staff closely monitored 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 further identified students with a special educational need. Identification came from staff members, outside agencies, parents/carers, or the students themselves.

We followed a staged and graduated approach to identifying and assessing needs ('Assess, Plan, Do, Review' model). Staff concerns triggered interventions, underpinned by evidence, about a student who, despite receiving adaptive learning opportunities, did not make expected progress.

For specific issues, we chose to draw upon the advice of key consultants to further explore the SEND needs of students. Exam access arrangements were explored and implemented to ensure the student's normal way of working in good time, for example additional time, readers, or scribes, for which a Specialist Teacher was employed.

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



How will school measure my child's progress?

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 throughout the year. In addition, we had several events (including parents' evenings) where parents/carers met with staff to discuss learner progression. We nurtured an open dialogue of two-way feedback and therefore welcomed ideas and suggestions from parents/carers. This was also reinforced by updates on the curriculum which were shared through our newsletter and/or website.

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



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

We hosted several curriculum evenings and learning events to help families understand what learning was expected and how they to best support their child/young person's need. Where more regular contact was required, our staff made suitable arrangements to ensure this was 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

Workshops - support at secondary



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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

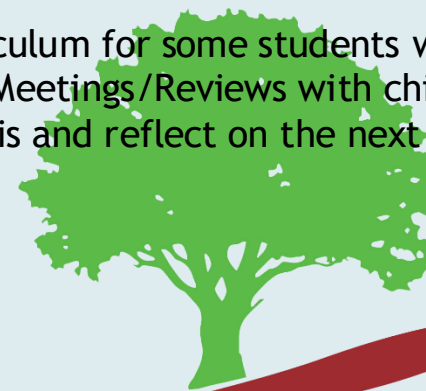
Adaptive teaching is embedded in our curriculum and was reviewed and enhanced last year. All our teachers had clear expectations of high-quality universal provision, and this was monitored regularly by the leadership team through our quality assurance cycle.

Adaptations included:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding lesson materials

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 2025-year 11 cohort having passed their functional level 1 Math and English.

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.



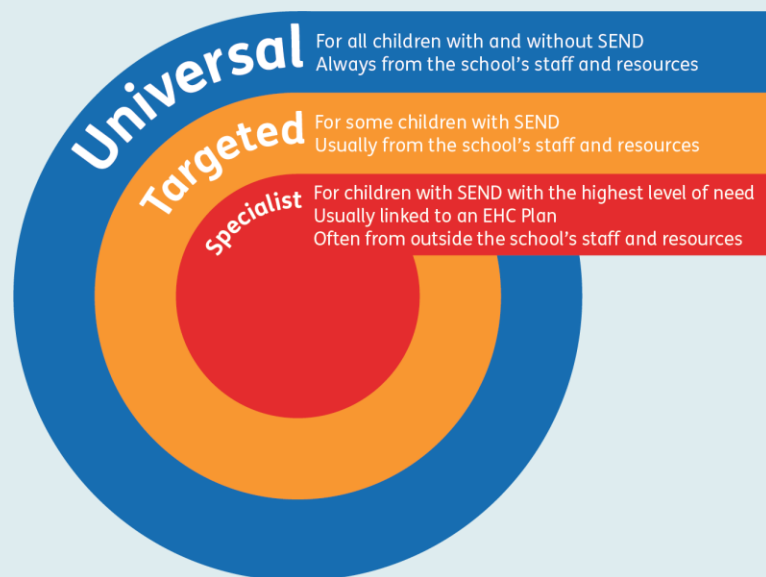
How are the schools' resources allocated and matched to children's Special Educational Needs?

Our finances were monitored regularly, and we utilized resources to support the strategic aims of our setting as well as individual learner needs. The head teacher, governors and finance manager oversaw all matters of finance. Budgets were closely monitored and aligned to the school improvement plan. If specialist equipment or facilities were required, as referred by staff, these were arranged via discussion with the SEND team. An example of this included the use a school laptop for external examinations (ensuring this was the pupils' normal way of working) due to significant difficulties with presentation.

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 did not lead 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 aims were monitored for impact and outcomes were defined at the start of the intervention. The SENDCo oversaw additional support and regularly shared updates with the SEND Governor.

Targeted interventions:

- Emotional regulation
- Working memory -Numeracy and Literacy
- Lego therapy
- Self esteem
- Executive function
- Homework
- Functional skills Math and English
- Entry level Math and English



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

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

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 SENDCo. We have high expectations of all our teachers in meeting a range of needs.

All interventions in place were research informed, evidence based and measured to monitor impact and attendance against expected rate of progress. Where we felt something was not working, we were quick to respond and find alternatives through dialogue with the learner and their families. Our additional support programs were overseen by the SENDCo, and all our teachers are teachers of inclusion and special educational needs.

Examples of how we evaluated the effectiveness of provision:

- Reviewing their progress towards their goals
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding an annual review, if they have an education, health and care (EHC) plan.



What support is in place for looked- after and previously looked after children with SEND?

"Mrs Scott and Mrs Warman worked closely with Mrs Monfardini, our SENDCO, to support teachers in understanding how a child's experience of being looked-after (or previously looked-after) could have affected their special educational needs, and what this meant for their learning in the classroom.

Pupils who are looked-after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

Change to staff for Academic year 2025-26
Mr Rushton - Oversight of Disadvantaged students and LAC



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 were trained to support medical needs and distributed this information to all relevant adults.

A medical policy was in place to ensure that appropriate procedures and safeguards were followed when supporting students with medical needs. This helped staff respond confidently and consistently to health-related situations, ensured medication was administered safely, and provided reassurance to families that their child's wellbeing was a priority.

Our Behaviour Policy, available on the school website, clearly outlines expectations, rewards, and sanctions. It was fully embedded in practice and consistently understood by all staff. Staff applied the policy whilst maintaining an understanding of students' background and needs. We regularly monitored attendance and took the necessary actions to prevent prolonged unauthorised absences (<https://studleyhighschool.org.uk/parents-2/attendance/>).

Learners voice was central to our ethos, and this was 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 were available at our school. (<https://studleyhighschool.org.uk/personal-development/extracurricular/>). Our offer was updated after seeking students voice. Day and residential trips were open to all children and children's specific needs were discussed to ensure their inclusion on these trips.

All children in the school were encouraged to take part in extra activities at break time, lunchtime and after school.



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

Our SENDCo Mrs Monfardini has completed the mandatory National SENDCo Award with Real Training, accredited by Middlesex University and is a qualified teacher.

Below are examples of training received last academic year by Staff members in following areas of SEND:

- How to support students with autism
- How to support pupils with speech and language difficulties
- How to support pupils with attachment difficulties
- How to support pupils with trauma
- How to support pupils with dyslexia, dyscalculia
- Mental Health first aid

Studley high School regularly invests 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.

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.



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 were invited to contribute via several means:

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

"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?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We sought student's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- School council
- Regularly evaluate their work
- Student voice



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

We had links with outside agencies whose expertise was called upon when needed, always with parental agreement. When necessary, a plan or passport outlined the additional support the student received from these agencies. This support included services such as speech and language therapy, occupational therapy, mental health support, educational psychology assessments, and guidance around independent living skills. These professionals worked alongside school staff to ensure each student's individual needs were met in a coordinated and supportive way.

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 helped signpost support from other voluntary and professional groups and services



How does the school make sure the admissions process is fair for students with SEN or a disability?

At Studley High School, we believe every child deserves a fair chance to succeed. That's why our admissions process is designed to be **inclusive, transparent, and supportive** for students with Special Educational Needs (SEN) or disabilities.

✔ **What We Do to Ensure Fairness**

- **No Discrimination:** We follow the Equality Act 2010, which means no child is treated unfairly because of their needs or disability.
- **Clear Process:** Admissions are managed through Warwickshire Local Authority, with clear steps for all families—including those applying from outside the county.
- **Early Support:** If your child has SEN, we work with you from the start to understand their needs and put the right support in place.
- **Reasonable Adjustments:** We make changes where needed—whether it's physical access, learning tools, or extra help in class—to make sure every child can thrive.



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 Co-ordinator, Mrs Smith (Year 7). We have particularly good relationships with any feeder settings as well as educational settings children/young people move on to.

Staff liaised closely with schools and arranged specific handovers to share important information about students' academic progress, learning needs, and individual requirements for adulthood and independent living. Additional transition tours, days, and meetings were held and clearly communicated with parents.

We had a careers service with an advisor on site, offering personalised guidance to help students explore their interests, understand different career pathways, and make informed choices about their future. We also subscribed to UniFrog, which was accessible to all students and provided a wide range of resources to support career planning, university applications, apprenticeships, and skill development.

For 'in year' transitions, care is taken to liaise with families, former schools and SENDCOs 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?

We operate an open-door policy, so please talk to your child's form tutor or subject teacher in the first instance.

Further support can be gained from the, SENDCo, or Head teacher.
If you would like to discuss any issues further, you are welcome to contact the school 01527 852478.

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:

[Complaints Policy and Procedure 25 \(Shires MAT\).pdf - Google Drive](#)
[Complaints Form \(Shires MAT\) PDF.pdf - Google Drive](#)



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.

SEND Warwickshire County Council: <https://www.warwickshire.gov.uk/send>

SENDIASS <https://www.warwickshiresendiass.co.uk/>

SEND Worcester County Council: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

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



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](#)
- [PDA Society](#)
- [The Dyscalculia Centre](#)
- [Living with ADHD](#)
- [Young Minds](#)
- [Information leaflet listing Coventry & Warwickshire Services](#)
- [Poster - Empowering Families](#)
- [IPSEA](#)
- [NSPCC](#)

www.sendgateway.org.uk

Log in information:

Email: send@shs.shiresmat.org.uk

Password: StudleyHighSchool



Glossary

- ▶ **Access arrangements** - special arrangements to allow pupils with SEND to access assessments or exams
- ▶ **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- ▶ **EHC plan** - an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- ▶ **Graduated approach** - an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- ▶ **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- ▶ **Local offer** - information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- ▶ **Reasonable adjustments** - changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- ▶ **SEND Code of Practice** - the statutory guidance that schools must follow to support pupils with SEND

