

SHIPSTON HIGH SCHOOL SEND INFORMATION REPORT 2025

We aim to provide a child-centred approach to learning and to embrace the needs of all our pupils who have Special Educational Needs and Disabilities within our universal provision. We respond to barriers affecting progress and wellbeing with a graduated approach designed to match the picture of needs with the most appropriate level of support and intervention in a timely way. We have an inclusive curriculum and qualified staff who can respond to diverse learning needs and disabilities.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We encourage prospective pupils and parents/carers to visit our school. Such visits provide familiarisation, and can help identify areas of need to address before starting. For students requiring extra support, arrangements can be made with our SENCO.

Parents/carers must inform us of SEND and provide relevant documents to ensure proper support is in place. To support Year 6 transition, we gather information from primary schools to ensure a smooth transition. We do not guarantee provisions in place will be matched – often this is not necessary or achievable in a secondary setting. Our Pastoral and SEND teams use their expertise to allocate support according to our resources and therefore make decisions on this according to the picture of need presented in our setting.

Many of our students with SEND start at secondary school with a diagnosis. Our SENCO will also work with parents/carers and students seeking SEND assessment while at Shipston High School, in light of any advice from medical health professionals and care services.

After starting, teachers monitor student progress and respond as needed. Significant issues will be addressed to the relevant senior staff. We identify SEND through progress checks, referrals, and self-referral. Outside agencies help ensure the best support for students needing specialist intervention.

Parents/carers are made aware of progress regularly, so under-achievement can be quickly identified. Parents/carers are encouraged to contact the teacher or tutor in the first instance, and can also contact the Head of Department directly or the Head of Academic Standards for wider concerns. The SENCO will be included in discussions addressing significant and long-term difficulties to help direct and coordinate next steps.

Where concerns are raised, we may deploy a combination of strategies including observations of the pupil, gathering of information from all staff, increased home / school liaison and, if needed, a plan put in place to respond to need which would then be reviewed at a later date. Attendance is closely monitored and any student with SEND struggling with school avoidance is offered reasonable adjustments to support their attendance.

If you feel unsure about whether or not your child has SEND, there is information online through the Warwickshire Local Offer: <https://www.warwickshire.gov.uk/send> and Warwickshire SEND Information, Advice and Support Service (SENDIAS): <https://www.warwickshiresendiass.co.uk/>

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How will we support your child in school?

Teachers at our school use universal strategies to support all pupils to access their studies, such as regular retrieval exercises, providing visual aids, and offering written and verbal instructions. A focus on literacy begins in Year 7, with further targeted interventions in later years.

Pupils with SEND are usually placed on the **Additional Needs List**, where progress and wellbeing is monitored by their tutor and teachers, overseen by the Head of Academic Standards. Reasonable adjustments for SEND may include classroom approaches, tutor check-ins, mentoring, and group workshops.

For students needing more intensive support to stay on track with progress, attendance and other school-identified goals, the **SEND Register** is managed by the SENCO, with one-to-one target-setting linked to purposeful interventions. We assess the student's short-term needs, plan and deliver targeted support and then review progress. In the last 12 months, students have accessed a range of interventions including: Draw & Talk for social, emotional and mental health support; Lego Group to promote social communication and interaction, dedicated one-to-one sessions focusing on core subjects; exam skills; wellbeing check-ins; specialist interventions from external agencies supporting identified areas of need; "safe space" at lunchtime. A personalised Pupil Profile outlining reasonable adjustments for learning can be created with the SENCO if necessary. When a student no longer needs this higher tier of support to make good progress and keep on track, they will return to the Additional Needs List.

For some concerns, we may discuss the involvement of external agencies, such as the Warwickshire Educational Psychology Service, Child and Adolescent Mental Health Services (RISE/CAMHS), and Early Support. The purpose is not always to seek a diagnosis, but to obtain advice to enable the student to learn as well as they can.

The provision of **Exam Access Arrangements**, such as extra time or using a word processor, must follow the regulations set out by the Joint Council for Qualifications (JCQ) and reflect the school's picture of need and the pupil's normal way of working.

- The SENCO determines exam access arrangements, not external specialists. Diagnostic reports can recommend exam arrangements, but our SENCO makes the final decision.
- Where school identifies learning difficulty, assessments from a qualified access arrangements assessor will be organised by the SENCO, with student and parent/carers consent.
- Pupils with Key Stage 3 arrangements for areas of learning difficulty are re-tested at the start of Key Stage 4 for GCSE eligibility, per JCQ regulations.

Students with significant difficulties substantially affecting their progress over time may benefit from an Education, Health and Care needs assessment for further support up to the age of 25 years old through the County Council. Support and guidance is available from our SENCO and also SENDIAS. Those with an **Education, Health and Care Plan (EHCP)** benefit from tailored programmes of support, and regular reviews to ensure their needs are met.

Our SENCO holds the National SENCO Award and is a member of our senior leadership team, working alongside our Assistant Headteacher for Pastoral, Safeguarding and Attendance, as well as with all teaching and pastoral staff in school and alongside our Exams Officer. Our SEND Link Governor reviews SEND provision and planning. Our SENCO oversees a team of Learning Support Assistants. The Learning Support Team provides classroom assistance and interventions.

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How will the curriculum and other teaching strategies be matched to my child's needs and their aspirations?

The Warwickshire Schools' Inclusion Charter (2023) provides an overview of our commitments to students and parents/carers. Within our universal offer, students can benefit from a variety of support to enhance their learning and social development in school. We have high expectations for all pupils and use adaptive practices to overcome barriers. Teachers receive in-service training to enhance teaching and learning, and specific CPD matched to identified areas of need.

Our behaviour for learning policy supports good progress. Respect, community and kindness are key Shipston values, and our behaviour policy is designed to help us instil appropriate conduct.

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

Part of the SEND budget is used to fund our team of Learning Support Assistants. Our pupils who have the most complex needs are naturally allocated the most support, for example small-group tailored intervention or in-class support. The budget is allocated on a needs basis, where pupils' individual needs are assessed and reviewed by us. When required, we apply to the Higher Needs Funding panel to request additional funds for pupils with Education, Health and Care Plans who we feel are not making sufficient progress.

How will you know how your child is doing?

Parents Evenings are held throughout the year for each year group, and reports are sent home every term. Subjects conduct in-class assessments and the results from these inform our analysis of pupil progress. In Year 10 and Year 11, we hold more formal internal examinations to help prepare students for the terminal external examinations at the end of Year 11. Results from internal examinations are communicated home and may generate additional interventions.

What support do we provide for your child's overall wellbeing?

We believe strong relationships between staff and pupils are key to creating a safe, effective learning environment. At Shipston High School we have a well-established system of pastoral care. Your child's form tutor, who will see them every day, will be the first person your child can turn to if needed. The Heads of Academic Standards oversee this provision and support higher level concerns with a child-centred approach, liaising with the SENCO and wider agencies as necessary.

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

All pupils are encouraged to attend extra-curricular activities during the school day, helping to provide more structure in social times, as well as after school. Our staff offer a broad and balanced extra-curricular provision. Educational visits and off-site activities greatly enhance pupils' personal and social development and contribute to the breadth of the curriculum. All trips are carefully planned so that all activities maximise educational goals while remaining as safe as possible. We

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make every effort to include all pupils in school trips. On occasion, we may need to complete individual risk assessments to ensure safety.

What is the admissions process for pupils with disabilities and how accessible is the school environment for disabled pupils?

We work closely with Local Authorities to place pupils with Education, Health and Care Plans where this is the wish of parents and the pupil, and where admission would not be incompatible with the safe and efficient education of other children at our school or efficient use of resources. We would seek to establish that Shipston High School is suitable to the pupil's age, ability, aptitude and needs. See our Admissions Policy for more information.

We aim to make Shipston High School as accessible as possible through reasonable adjustments, including wheelchair access to many areas. In both of the new blocks, there are lifts, enabling pupils to access all floors, and there is ramp access into all buildings. In A Block, there is a stairlift that support staff have been trained to use. Where classrooms have been inaccessible due to the age of the buildings, we have worked closely with individuals to arrange reasonable adjustments and facilitate access to the curriculum areas affected. We have disabled or adapted toilets in every block and work with the Integrated Disability Team at Warwickshire to further support individuals known to this service.

Pupils with higher level medical needs benefit from additional support from our Student Services Officer and we have a number of qualified first aiders.

How are parents involved in the school? How can you be involved?

We encourage all parents/carers to be involved in our learning community. We take the welfare and well-being of our pupils very seriously and want to work with you to ensure they are happy and learning. Your child's form tutor is your main point of contact, supporting them daily and working with the pastoral team and SENCO as needed.

Your support at home is greatly appreciated. This includes:

- ensuring your child wears their full school uniform to school daily;
- ensuring your child brings the correct books and equipment by supporting with organisation;
- ensuring they maintain excellent attendance and arrive on-time daily;
- supporting with the prioritisation and completion of homework;
- communicating with school when the need arises, for example regarding planned absence;
- talking to your child about their day and what they are learning;
- supporting us in the application of our behaviour policy;
- extending your child's learning by engaging in super-curricular activities, for example visiting a museum or reading a set text together.

What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?

We work with various organisations to support the needs of our learners. Some agencies will work directly with families to support parents to learn more about and to manage their child's needs.

Mrs E Bradley, SENCO: ebradley@shipstonhigh.co.uk

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

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For independent support or advice, **SENDIAS** (Special Educational Needs and Disabilities Advice and Support) supports parents and carers of Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. <https://www.warwickshiresendiass.co.uk/>