



Shipston High School

SEND Information Report 2026

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Summary – Visions and Values

At Shipston High School, we endeavor to ensure that every student who has special educational needs (SEN) - including those who are exploring diagnosis – has access to an inclusive and adaptable curriculum that carefully considers the individual needs of the student and is child centered.

We aim to ensure that every SEN learner experiences success, fosters ambition, and feels a deep sense of belonging within the school community.

Students at Shipston will experience a broad array of provisions and intervention dependent on their level of need: universal, targeted and targeted +. This will align with our *graduated response* and *assess plan do review* model, that will cater to the individualized needs of every student.

As per Section 19, the school will seek positive relationships with families and students and work collaboratively to provide the most effective support and provision for SEN students.

What needs does the school provide for?

At Shipston High School, we support students with any type of need or disability. We support the 5 main areas of need proposed in the SEN Reforms (2026). This includes:

- Executive Functioning – Students who may struggle with learning and cognition.
- Social and Emotional – Students who may need support with their wellbeing and mental health.
- Sensory – Students who may need sensory support and sensory friendly environments.
- Speech, Language and Communication – Students who may need extra support with language development and acquisition.
- Motor and Physical – Students who require accessibility adjustments or struggle with gross or fine motor skills.

Who will support my child?

The department for SEN is as follows:

- Kirsty Shuker – SENCO – kshuker@shipstonhigh.co.uk
- Mel McClusky – LSA (Social Stories, EPATT)

- Alice Marriott – LSA (Fresh Start)
- Chris Burt – LSA (KS4 Maths, Social Stories, Talkabout)
- Julie Hale – LSA (Lego Therapy, Draw and Talk)
- Jackie Hughes – LSA (Autism & OK, Brainwaves)

Please feel free to get in touch at any time.

How does the school identify special educational needs?

The SEN Code of Practice (2015) states that: “all school staff are responsible for identifying when a child or young person may have special educational needs. Teachers should monitor progress regularly, and if a pupil is not making expected progress despite high-quality teaching, they should work with the SENCO to assess whether additional support or adjustments are needed.”

At Shipston, we have a formalised process for teachers to express any concerns they may have about a student's learning needs or social, emotional and mental health needs.

Initially, the staff member would fill out a SEN Identification form that will detail why staff believe a student may have SEN concerns, behaviours they may present and universal strategies they have already tried. This will be sent to the SENCO (Mrs. K Shuker) for analysis and decisions on what the next steps will be.

The SENCO will then observe and monitor the progress of the student to determine whether they portray signs of a learning need.

The SENCO will also use an array of further monitoring methods which include:

- Monitoring data drops.
- Observing a student who is suspected of SEN.
- Obtaining teacher feedback on a student.
- Potential external services involvement, e.g. STS.
- Analysing behaviour data.
- Monitoring attendance data.
- Student voice.

The school also has *Team Around the Child* meetings on a fortnightly basis where concerns over any students who may have SEN and need to be monitored are raised by pastoral leads.

What should I do if I think my child has special educational needs?

As a parent, if you are concerned your child may be SEN, you should contact the SENCO in the first instance.

This will allow the SENCO to do some further exploration as stated above.

There are also several SEN services available for parents, such as:

- SENDIAS - [Home - Barnardo's Warwickshire](#)
- Warwickshire Parent Carer Voice - [Home - Warwickshire Parent Carer Voice](#) • Parenting Programmes for students with SEN - [Parenting support: Warwickshire Family and Relationship Support workshops and programmes - Warwickshire County Council](#) • CASS - [Homepage - Community Autism Support Service CASS](#)
- ENTRUST - [Home - Entrust Care Partnership](#)

All services offer local support for children with SEN.

How will the staff know my child has SEN?

All staff at Shipston High School have access to a SEN register that details the needs of every student.

Students on the SEN register will be categorised based on need; this is subject to change.

This is based upon where a student sits in the graduated response (please see appendix 1).

Staff will also be able to view students' suggested access arrangements.

Staff will also have access to a student's bespoke individualised support plan (ISP) to best inform their teaching practice and adapt to a student's needs as per teacher standard 5 stating teachers should “adapt their teaching to respond to the strengths and needs of all pupils, ensuring effective learning for every student.”

Please see Appendix 2 as an example of an ISP.

Staff further have access to specialised reports from services such as STS and diagnosis documents that detail strategies to support a student in a classroom.

Each week, there is also a student of the week that highlights the needs of a specific student who requires further support.

Drop-in sessions with the SENCO also take place for certain SEN students.

What provision will my child access?

All students have access to universal provision demonstrated in the Graduated Response (Appendix 1).

Some students may require further support, those who are Targeted or Targeted +. They will have access to support for certain areas of need. Please see some examples below:

Cognition and Learning

- A bespoke ISP that details ways to support your child's executive functioning. •
Potential STS exploration.
- Access to the Fresh Start Programme to support a student's reading and comprehension development.
- Access to EPATT Literacy and Spelling to support word fluency, blending and phonics. •
Access to Maths intervention to support the development of mathematical skills. •
SENCO involvement through the assess, plan, do, review model.
- LSA support in class.

Social Communication

- Access to a 1:1 check in during line up.
- Access to a 1:1 check ins throughout the day.
- Access to 1:1 support from pastoral.
- Access to Carol Gray's Social Stories intervention to rehearse new scenarios •
Access to 1:1 check in with LSAs.
- Use of restorative justice conversations.

Wellbeing

- Access to Autism & Ok intervention to support Autistic students wellbeing. •
Access to Brainwaves to support students SEMH.
- Access to 1:1 SEMH check ins.
- SEMH plan through Boxall.
- Access to early help.
- Access to mentoring programmes.
- Sessions with the Senior Mental Health Lead (KSH)
- Encouragement to join clubs to support with friendships
- Zero tolerance to "bullying!"

Please refer to Appendix 2 to see our intervention offer.

What support will my child get at each transition phase?

At different stages, students may receive different support.

Year 6 - Year 7:

- SEN Transition events e.g. SEN Transition Day
- SENCO visits to Primary Schools
- Enhanced transition programme
- 1:1 meeting with SENCO
- Meeting with a trusted adult
- ISPs

Year 9 – Year 10:

- Increased focus on organisational skills
- Access Arrangement exploration
- Meet the SENCO to discuss transition
- Annual Reviews will focus on exam strategies
- Focus on revision methodology
- Increased careers support
- Increased focus on employment skills

Year 11 – Post 16:

- 1:1 meeting with SENCO and the new school
 - Increased career guidance
 - Support with application process and CV
 - Support with transition visits
 - Transfer of documentation
 - Mock interview preparation
 - Focus on independence skills and life skills e.g. gaining a travel license
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What does SEN teaching and learning look like in the classroom?

Shipston High School has launched *The Inclusive Classroom* which displays what you should observe in every Shipston High School classroom.

These are based on the Education Endowment Fund research, the SEN Code of Practice (2015) and the new SEN reforms (2026).

Please see Appendix 3 for *The Inclusive Classroom*.

How will you monitor the progress of SEN students?

As per the SEN Code of Practice (2015), we use the assess, plan, do, review cycle known as the Graduated Response.

Please see Appendix 4 for the cycle.

As part of our assessment, we will triage data including Maths baselines, reading data and Boxall data. This allows us to identify areas of need for certain students. Students also complete a baseline for any intervention they do.

As part of our planning, we will consider what support needs to be put in place for a child – this may be intervention, updated ISPs or 1:1 support.

As part of our do cycle, we will put proposed actions into place and make staff aware of any changes they need to be aware of.

Finally, we will review and evaluate progress. This may be done through student voice, staff voice and data.

How do you ensure the school is accessible for my child?

Our school is an accessible site.

Wheelchair users have access to disabled lifts, ramps and disabled toilets.

Those with hearing or visual impairments are adjusted for in the classrooms.

Audits are carried out to ensure the environment is suitable for all students.

To ensure we are effective, we often consult with the Integrated Disability Service team to ensure we have made any upgrades we need to. We also carry out PEEP assessments every term.

How does SEN admissions work?

All admissions to Shipston High School are run through: [School admissions – Warwickshire County Council](#)

If a student has an EHCP, a consultation will be sent to the SENCO by the local authority. The school will respond to identify whether the school can make reasonable adjustments and meet the need of the student.

Once offered a place, the SENCO will visit each SEN student in their home school and meet with the SENCO.

For EHCP students, parents will be invited to meet with the SENCO.

Students will have access to enhanced transition and further transition days.

Data is normally shared 3 days prior to the student starting unless the parents give consent to the school to share data or send it themselves. This is highly recommended.

What should I expect regarding parental communication?

Shipston High School seeks to work closely with parents under Section 14 of the Children and Families Act (2014).

Parents should expect a response from staff members within 48 hours in line with our communication policy.

The SENCO will endeavour to meet with parents whenever it is required.

Throughout the school year, parents will be invited to a series of events:

- Two *Meet the SENCO* events.
- A minimum of three parental evening sessions focusing on supporting your child at school. • Parental focus groups
- Parental surveys
- The SENCO will be available at all parents' evenings across the year.

When meeting with the SENCO about your child, you will have the opportunity to:

- Set clear outcomes for your child's progress
- Outline any concerns you may have in regard to their progress
- Discuss other provision you would like your child to access
- Plan according to the graduated model
- Input on your child's ISP

At Shipston, we recognise that you are the expert on your child's needs and what provision would support them best. We encourage and want to hear your voice as much as possible.

If you are worried about your child's progress, please contact: kshuker@shipstonhighschool.co.uk

How are funding and resources allocated for my child?

As part of your child's needs we may need to invest in additional resources including:

- Writing equipment
- Sensory equipment
- Intervention materials

We may also need to invest in further support which may include:

- LSA support
- Intervention sessions
- Staff training
- Specialist advice from external services

We may use specialist advice to further inform what other provision your child may need.

The school will cover up to £6000 of costs per child. Following that, funding will be sought from the local authority.

How are SEN children involved in wider school life?

Our SEN students are involved in every aspect of school life.
We encourage all students to partake in:

- Sports Day
- Enrichment week
- Extracurricular activities
- Eco rep Clubs
- School Council
- Attend trips
- Whole school workshops

Students are also often involved in focus groups, student voice, interviews, and school representation events.

We ensure and monitor that SEN children are represented in every area of school life.

Does my child need an EHCP?

The idea of an EHCP is to provide further support to students who require a very specialised package of learning or have made limited progress in all other forms of provision.

In order to get an EHCP you would need:

- 3 cycles of evidence (3 half terms) to show your child is not benefiting from the provision already provided.
- 3 adapted ISPs showing limited progress.
- For the school to provide enough satisfactory evidence, you will need to be on the Targeted + support package.
- Your child will need data from intervention programmes.
- You will need a report from the Specialist Teaching Service or from an Educational Psychologist.
- Evidence of your child under achieving from data drops.
- Other expertise advice, e.g. CAMHS.
- In some cases, a diagnosis or evidence they are on the neuro pathway.

How will the White Paper and SEN Reforms affect my child?

EHCPs will be rolled out from 2029.

Children will be reassessed by the local authority and placed into either Targeted + or Specialist category. This will determine what type of educational package your child is offering.

This means any child with an EHCP at present will retain their EHCP until 16 years old.

How do I complain about SEN?

If you wish to complain about the SEN support your child is accessing, see below:

1. Contact your child's form tutor to raise concerns.
2. Contact the SENCO – Kirsty Shuker – kshuker@shipstonhigh.co.uk
3. If your issue is not resolved, please follow our complaints policy: [Policies | Shipston High School](#)

If you feel the school has discriminated against your child based on their SEN needs, you can contact:

[Complain about a school: Disability discrimination - GOV.UK](#)

This may include:

- Admissions
- Reasonable adjustments
- Exclusions
- Provision accessed

Appendix

Appendix 1 – Graduated Response

Shipston High School SEN **Graduated** **Response** **Summary**



inclusive practice, all students at Shipston High School (SHS) will be supported through a **Graduated Response** approach. In line with the principles of “*assess, plan, do, review*”, students will be placed within levels of provision according to their identified needs, the support required, and the evidence available at that time. These levels are determined using a “**best-fit**” model and may be adjusted throughout the academic year to reflect a student’s progress, emerging needs, or changing circumstances.

Phase 1 – Universal

Qualification	
Attendance over 92%	
Less than 20 behaviour points	
Diagnosis of ASD or ADHD or on the Neuro pathway	
Identified as having a potential SEN need	
Presents as having positive interactions with peers	
Engages in one extra curricular	
Secure in learning across the majority of subjects	
Reading age where expected	

Provision	
Experiences Quality First Teaching	
Access to SEMH resources through PSHE and assemblies	
Check in with Form Tutor daily	

Phase 2 – Targeted

Qualification	
Attendance between 80 – 92%	
Has 30 – 80 negative behaviour points	
Diagnosis of ASD or ADHD or on the Neuro pathway	

Identified as having a potential SEN need	
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Presents as having poor interactions with others	
Does not engage in extra curricular	
Developing in learning across the majority of subjects	
DSL has identified risky or unsafe behaviours	
Reading age 2 years below where expected	

Provision	
Check in with Trusted Adult	
Short term block of academic intervention e.g. Fresh Start	
Short term group intervention for SEMH e.g. Brainwaves	
Short term block of social communication intervention e.g. Social Skills	
Group LSA support in lesson	
Round Robin SEN exploration with staff	
Positive Praise Report to SENCO	
Creation of Individualised Support Plan (ISP) to be reviewed annually	
Spotlight – SEN Student of the Week	
Brain Breaks in lessons	
Sensory Profile used in lesson	
Additional mentoring	
Pupil Pursuit - LSA	
STS – Core offer explored (if required)	
Early Support offered (if required)	
ATTEND Framework completed	
School Nurse referral (if required)	
SALT Tracker completed	
SDQ completed	

Phase 3 – Targeted Plus

Qualification	
Attendance below 80%	
Has over 80 behaviour points	
Diagnosis of ASD or ADHD or on the Neuro pathway	
Identified as having a potential SEN need	
Foundation in learning across the majority of subjects	
Increased suspensions for poor behaviour or unsafe behaviours (internal/external)	
Reading age 3 years below where expected	

Provision	
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Check in with Inclusion Base Staff during line up	
Small group or 1:1 Academic intervention for longer than a 6-week block	
Small group or 1:1 SEMH intervention for longer than a 6- week block	
Small group or 1:1 Social communication intervention for longer than a 6-week block	
Small group or 1:1 TA support in certain lessons	
Time out card to Inclusion Base for up to a 10-minute regulation period up to 3 times a day	
STS involvement (if required)	
Short term (6 weeks) external intervention	
Enhanced sensory profile	
Pupil Pursuit - SENCO	
Spotlight Student drop in sessions	
CASS referral	
Short term “soft mornings”	
1:1 TA Mentoring with specific focus e.g. organisation	

Speech and Language external support (if required)	
External CCT involvement (if required)	
Has been suspended from school (internal/external)	
Personalised timetable based on need (academic/SEMH)	
Safety Plan/Risk Assessment	
Family Connect Support	
ISP reviewed termly	

Phase 4 – Specialist

Qualification	
Attendance below 50%	
Has over 100 behaviour points	
Diagnosis of ASD or ADHD or on the Neuro pathway	
Has an EHCP	
Unable to access mainstream curriculum	
Foundation in learning across the majority of subjects	
Serious safeguarding concern	
Uses the inclusion base over 50% of the school day	
3 cycles of ISPs and evidence completed	

Provision	
EHCP application	
Consideration of alternative provision (subject to funding)	
Ed Psych involvement (Circle of Adults or 1:1 Assessment)	

Access to inclusion base whenever needed	
Part Time Timetable (under 6-week review) or Phased return	

Ed class provision provided	
Section 19 referral	

Appendix 2 – Example of an ISP

Need	Signs/Triggers	Strategies	Outcomes	Monitor
Concentration / Attention	- Easily distracted by noise or movement - Struggles to remain on task for extended periods - Leaves work unfinished	- Seat near front / low-distraction area - Break tasks into short, manageable chunks - Use clear, simple instructions (one step at a time) - Check understanding before independent work - Use timers or "chunking" (e.g. 5-10-minute focus periods) - Provide visual task lists	- Student remains on task for longer periods - Increased completion of classwork - Improved independence	- Teacher observation each lesson - Work completion rate tracked weekly - Review during termly SEN meetings
Low Self-Esteem / Confidence	- Avoids challenging work - Reluctant to participate - Negative self-talk ("I can't do this") - Gives up quickly	- Give regular praise for effort, not just outcome - Provide achievable tasks at appropriate level (KS2 scaffolding) - pre-teach vocabulary/content where possible - Offer choices to increase control - Use "success first" approach (start with something they can do) - Adult check-ins and encouragement	- Increased willingness to attempt tasks - Improved resilience when work is challenging - More positive self-perception	- Teacher feedback notes - Student voice (confidence check-ins) - Behaviour for learning logs
English – Reading & Literacy (KS2 level, reading age 7)	- Difficulty reading instructions independently - Struggles with subject-specific vocabulary - Slow reading pace	- Simplify and chunk written instructions - Use visuals, symbols, and modelling - Provide reading support (paired reading, TA support) - Offer text at appropriate reading level where possible - Use pre-teaching of key vocabulary	- Improved understanding of tasks - Greater access to curriculum content - Demonstrates	- Literacy progress data - Work samples - Reading age assessments (termly/biannual)

Appendix 3 – Intervention Offer

 Shipston High School Intervention Offer		
What interventions are on offer?	What does it do?	Who will it help?
Fresh Start	A phonics based programme to support improved reading. On average, reading ages increase by 2 years.	Students with low reading ages typically 2 years below expected.
Reading Comprehension	Focuses on reading inference skills and processing of new information.	Students who are strong readers, but struggle with inference.
EPATT Spelling	Supports students who are below their expected spelling age through I do, We do, You do methodology.	Students who score 2 years below expected and dyslexic students.
Maths Intervention	This develops students basic mathematical skills.	Students who are working 2 years below expected for Maths.
Autism & OK	This intervention supports autistic students with autism traits and how it impacts their daily lives.	Students who are autistic and struggle with managing its challenges.
Social Stories	This supports students to rehearse and reflect on real life situations to support social communication.	Students who struggle with interaction and social communication.
Brainwaves	This intervention runs for 12 weeks and focuses on improving students mental health.	Students who present with poor wellbeing.

— Shipston High School Intervention Offer — 		
What Interventions are on offer?	What does it do?	Who will it help?
Draw and Talk	An intervention to explore emotions through drawing and art.	Students struggling with SEMH.
Lego Therapy	A therapeutic approach to discussing issues and problems and a way to explore our emotions.	Students who may need emotional support and regulation.
1:1 SEMH Intervention	An intervention to explore mental health through CBT like methods.	Students struggling with SEMH.
Talk About	For students to develop their social communication and interaction skills as well as life skills.	Students who may have a diagnosis of autism and struggle.
Handwriting	An intervention to support handwriting and motor skills.	Students who have poor handwriting.

Appendix 4 – The Inclusive Classroom



Encouraging working memory, organizing new information, holding attention and managing impulse.



Understanding and managing emotions, forming relationships, navigating social situations, emotional regulation and expressing feelings.



External senses e.g. vision, internal senses and fine/gross motor skills.



Generating sounds, using words and sentences accurately and studying indirect communication e.g. body language



Gross motor skills e.g. balance and fine motor skills e.g. hand and finger movements. Also includes physical disabilities e.g. visual impairment.



This checklist is created in line with the new SEND reforms (2026) and is recommended by the SEND Code of Practice and Educational Endowment Fund.



RESPECT
We value
each other



ASPIRATION
We aim
high



COMMUNITY
We achieve
together



EXCELLENCE
We give our
best.

