

Shaftesbury High School SEND

Report 2026-2027

The 2014 SEND reforms placed a legal duty on schools and settings to publish information about the available extra support for children and young people. This information must be clear and meaningful so parents can use it to understand how their child will access support if they need it.

The main sources of SEND information for parents to access from a school are:

- SEN (special educational needs) or SEND (special educational needs and disability) Policy
- Accessibility Policy
- SEN Information report

School SEN Information Reports

School SEN information reports explain how the school's SEN policy is used.

- How help and support for students with SEND operates in that setting.
- What happens and how it is made possible by who.
- It is not a statement of what the school aspires to.

What types of SEN do we provide for?	Shaftesbury High School (SHS) is a maintained, special secondary school which caters for the needs of students who have moderate and complex learning needs, including ASD. Many of our students have additional communication, medical, SEMH, or sensory needs.
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How do we identify and assess students with SEN?	All students at SHS have an EHCP. Usually, a student will transfer to SHS with identified needs. If a student is on an assessment placement we will work with other professionals to establish the young person's needs using the school's assessment procedures.
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	The Assistant Headteachers for Key Stage 3, 4 and 5 fulfil the role of SENDCo at SHS. They can be contacted through the email address adminoffice@shaftesbury.harrow.sch.uk or by phoning SHS on 020 84282482. Please request contact with the Assistant Headteacher of the Key Stage that your child is in.
What is our approach to teaching students with SEND?	We have a clear and ambitious curriculum which is intended to support students to develop the skills needed to succeed in life after SHS. At the same time staff at SHS are flexible and take a personalised approach to learning. We want our students to be active in the process of learning and be part of the learning experience. We value both skill and knowledge acquisition and the processes that ensure the crystallisation of understanding. Students at SHS follow the Informal Green or Formal Blue Curriculum. The Green Curriculum is for SLD learners and is an Informal curriculum. Meeting the EHCP targets supports meeting the education targets. The Blue curriculum is the more traditional formal MLD curriculum with subject targets being set as a focus. The Turquoise Curriculum is a bespoke curriculum that is planned for students who fall between the needs of the Blue and Green Curriculums. Students in Year 7 follow a tutor based class system to support their transition to SHS. Students in Years 8-11 follow a Secondary Model of Education. Students in years 8 and 9 follow a core curriculum, followed by a half termly project carousel. Students in Years 10 and 11 study a core curriculum and select a project to take that lasts one academic year. The project leads to a qualification. SHS values the importance of restorative practice and follows the CALM approach.

How do we adapt the curriculum and learning environment?	The curriculum at SHS is differentiated to the needs of the students. Please refer to the Curriculum Information on the website. The range of student needs at SHS changes over time. We are both proactive and responsive and adapt the learning environment to support the needs of students to access the curriculum e.g. braille books for the library, lifts for areas with stairs. As a high school our intent is to enable students to become as independent as possible in their adult lives. We work hard on a low arousal environment. Colours are carefully chosen to support ASD learners. Classroom spaces are maintained as low arousal environments. Physical environment adaptations such as lifts, low-arousal colours, and braille books. Specialist physical equipment, assistive technology, personal mobility devices, or specialized therapeutic aids are requested, funded, and secured via the local authority, NHS, or school budget. Support from the Therapy Team. Advice, as required from Occupational Therapist's.
How do we consult students with SEN and involve them in their education?	Students are encouraged to express their preferences using whatever communication methods are most appropriate. This happens formally as part of the annual review process. Students are encouraged to give their views and make choices as much as possible throughout the school day. Both CALM and restorative practice processes support student choice making. On some occasions, staff or another adult may act as an advocate for a student. Students transitioning from Year 9 to Year 10 make project option choices. Students transitioning into the Sixth Form make subject and College choices. There is an extensive team to support communication with parents this includes but is not limited to the Teacher-LSA Team, KS Coordinators, Assistant Heads, Family Liaison Advisor, Pastoral Administrator, and Head of Student Pastoral Support. We have a school student council with elected representatives which meet regularly to discuss SHS related issues; these are shared as a standing item at the weekly SLT meeting.

	We regularly consult our students with surveys and questionnaires
How do we assess and review students' progress towards their outcome targets?	SHS uses Education for Learning (EfL) to support assessment and reviews of student work. EfL is a system that supports tracking and assessing students' progress towards EHCP targets and subject specific 'I can' statements'. Parents are encouraged to download the EfL app. The Teacher LSA team is involved in the process of creating and reviewing the EHCP targets. Students are encouraged to assess their own work and take pride in their effort and achievements. More detailed information is available in the Teaching and Learning Policy. Pastoral and safeguarding meetings take place on a weekly basis and student SEMH targets can be assessed and reviewed during these meetings. We share information with parents through a termly EfL mastery upload for Blue Curriculum students. For Green Curriculum Students there is a personal learning goal uploaded every two weeks and a termly cognition and learning upload.
How do we support students moving between different phases of education?	SHS has a clear and reviewed transition process for students who are joining or leaving SHS. SHS works with the 'feeder' schools and 'destination' locations. SHS arranges for a transition visit day, and sends staff to spend the day in situ (where possible) with students who will be joining SHS. SHS is involved (as far as possible) in the Annual reviews of Year 6 students joining SHS. SHS has a transition section on the school website. SHS works closely with destination locations and prepares students to attend these destination locations through carefully prepared visits, personal conversations, and post arrival support at the destination. Transition between year groups is a carefully planned annual event. Students transition in the final week of Term 3 so that they can meet their new teachers and spend time following their timetable. Staff work together to share transition documents and time is dedicated to as part of a term 3 INSET date. In addition, the post 16 curriculum is aimed at enabling young people to understand and prepare for the changes in their lives. Please refer to the sixth form documentation

How do we support students with SEND to improve their emotional and social development?

Social emotional and mental health is an area of need that is identified on a student's EHCP and for some students it is a key focus for support and strategies. SHS supports students through its commitment to restorative practice and CALM. The PSHE curriculum encourages students to recognize their own emotions and those of others. Students are encouraged to make choices and give their own views as far as possible. There is a dedicated Restorative Room and a Sensory Room which students can choose to use. Staff at SHS make sure that students are in the correct frame of mind to engage in interactions before beginning a two-way interaction. Additional staff have been employed to support students. A range of therapy, counselling and support opportunities are offered to students. External agencies are used as required to support the needs of the students.

Students with SEND are enabled to access extra-curricular activities, trips, residential visits, and physical activities without discrimination, with reasonable adjustments made to guarantee full participation.

Work Experience is offered in the Sixth Form with three classifications of work experience detailed. Ensuring that all students in the Sixth form are able to engage in the world of work at an appropriate level.

Students make choices whilst at SHS. In Key Stage 3 student chose termly from the Upside Down Thursday options on offer. This is preparation for making examination related choices for Key Stage 4.

All staff are provided with CALM training. Training is provided throughout the year on debriefs, restorative practice and managing low level disruption. Time is provided to ensure engaging lessons are taught. The school has a low arousal environment. The school has therapists and 2.6 dedicated Learning Mentors. The Behaviour lead will support across the school as directed by the Headteacher. The MyConcern system enables information to be effectively shared across colleagues. The Family Liaison Officer supports contact with families as required. Communication with home is an important part of maintaining effective in lessons.

What expertise and training do our staff have to support students with SEN?	There is a year-long CPD program planned for staff which provides training on curriculum, behaviour management and personal development. There are five in-service training days for staff. A range of specific training is provided annually such as safeguarding, CALM accreditation, first aid, medically specific training, 'need' specific training such as ASD, pedagogy, and communication related training. All of these training areas contribute to the expertise at SHS. Weekly staff meetings are used to refresh and ensure consistency in practice. External training via a PD budget is offered to staff and NPQ courses are offered to staff.
How do we involve other organisations in meeting the needs of students with SEN and supporting their families?	Relevant professionals are invited to EHCP annual review meetings to ensure a holistic approach. The school holds regular multi-professional meetings to review what services are supporting families and to share concerns. The role of the Family Liaison Advisor, Head of Pastoral Support Services, and Assistant Headteachers are key in this process and they frequently meet with parents to discuss their concerns. They are often able to signpost families to appropriate agencies. The Community Engagement Officer, and Sixth Form Key Stage Team, work to engage and involve outside agencies in the lives of the students through work experience. The Family Liaison Advisor will act as an advocate for the family.
Evaluating Provision Effectiveness	The governing body and Senior Leadership Team evaluate the effectiveness of SEND provision. This includes governor oversight and visits, quality assurance, lesson observations, learning walks, target-attainment tracking via Evidence for Learning (EfL), Learning Mentors Reviews, Watch list assessment, Curriculum focus learning walks, Behaviour data assessment, Moderation meetings, Whole school community behaviour audits, SMSC audit, parent audit, Safeguarding (Section 175) audit, Consultative School Improvement Partner visits, School Improvement Plan, and pupil outcome reviews.

	Parents are actively involved in co-producing targets during annual review cycles and termly progress reviews, rather than solely receiving updates.
What support services are available to parents?	There are a range of support services available to parents. The Family Liaison Advisor and Head of Students Pastoral Support are able to signpost parents to the most relevant support services.
Complaints Procedure for SEND	The Complaints Policy is available on the school website: https://www.shaftesbury.harrow.sch.uk/docs/Complaints_Procedure_Sept_2025.pdf The Community Behaviour Policy is available on the school website: https://www.shaftesbury.harrow.sch.uk/docs/Community_Behaviour_Policy_October_2025__1_.pdf The Operational Strategic Decisions Protocol is available on the School Website: https://www.shaftesbury.harrow.sch.uk/docs/Operational_Strategic_Decisions_Protocol_October_2025.pdf The Positive Communications Policy is available on the school website: https://www.shaftesbury.harrow.sch.uk/docs/Positive_Communications_Policy_2025__1_.pdf The Anti-Bullying Policy is available on the school website: https://www.shaftesbury.harrow.sch.uk/docs/Anti_bullying_policy_updated_September_2024.pdf The Behaviour Policy is available on the school website: https://www.shaftesbury.harrow.sch.uk/docs/Behaviour_Policy_-_March_2025.pdf
Where can the LA's local offer be found? How have we contributed to it?	The LA's local offer can be found at: https://www.harrow.gov.uk/localoffer/

