



SHAPWICK SCHOOL

FURTHER INFORMATION BOOKLET



MR J P WHITTOCK CERT.ED.

HEADMASTER

Jon joined Shapwick in 1981, when the senior school was first established. He was appointed Joint Headmaster in 1984, with specific responsibility for pastoral care, and is currently house parent at The Lakes with his wife, Sandra. He was appointed sole Headmaster in September 2011. He has attended numerous Special Educational Needs Tribunals throughout the country as an expert witness and for three years was a member of the Independent School's Inspectorate.

His hobby is rugby. An ex player, coach and referee he is now Chairman of Somerset County Rugby Management Committee. Jon coaches rugby in the Senior School.



MISSION STATEMENT

The purpose of our school is to create a safe educational environment, which overcomes the problems of dyslexia as a barrier to successful learning, so giving each student the confidence to realise his/her potential. In this context we aim to produce socially aware, socially acceptable and responsible young men and women who are fully prepared for further education courses or employment.

HOW WE DIFFER

- All staff are highly skilled, experienced and well qualified in the field of special educational needs.
- Every pupil has an IEP (Individual Education Plan) which is tailored to meet individual specific needs. All IEPs are prepared with involvement of all staff to ensure a holistic view is taken covering all academic, social and therapy needs.
- Multi-sensory teaching methods are used across the whole curriculum.
- All pupils are screened for speech and language therapy and occupational therapy upon starting at the school. One-to-one provision and one-to-one support is available for social and emotional needs.
- We pride ourselves on our small, close knit, learning environment.
- We have a team of teachers qualified in supporting those with specific learning difficulties/dyslexia. On application to the school, students are tested for reading, comprehension and spelling ages and, assuming acceptance, regular literacy checks and further assessments follow. One-to-one sessions are provided and a multi-sensory approach, based on each individual's specifically devised programme in tandem with each IEP, is put into practice. This facility is continued where appropriate into years 10 and 11.

ADMISSIONS

Pupils aged 8 to 18 diagnosed as having specific learning difficulties (dyslexia), no emotional or behavioural difficulties and at least average potential by an educational psychologist.

Contact the secretary at the respective office who will arrange a visit to the school. It is essential that the Headmaster see a copy of any recent educational psychologist's report in advance.

DOCUMENTS AVAILABLE

- All school policies, including those relating to safeguarding, bullying and health and safety are available to view on the school website or a copy may be obtained from the school office.
- Particulars of academic performance during the preceding school year, including the results of any public examinations.
- Details of the complaints procedure adopted by the school, together with the details of the number of complaints registered under the formal procedure during the school year.

DISCIPLINE

The school has a discipline policy entitled Behaviour, Sanctions and Rewards with the aim of promoting good behaviour and discipline which are essential to successful teaching and learning. The school is a community in our care and it is our aim to establish rules of conduct for the benefit of the community and procedures to deal with any breaches of rules. A copy of this policy is available to all parents.

RELIGION

Parents are able to withdraw their child from all or part of Religious Education and collective worship.

EXCLUSIONS

Exclusion is a disciplinary sanction which is available to the Headmaster alone and which is used as a last resort where there has been a serious breach of the school's policy on behaviour or a breach of criminal law. Two conditions need to be satisfied before a pupil is excluded:

- (i) all reasonable steps will have been taken to avoid having to exclude the pupil and
- (ii) that it would be felt with reasonable justification if the pupil was not excluded it would be seriously detrimental to that pupil's education or welfare, or to the education and welfare of other pupils.



SHAPWICK SCHOOL

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