


Hillside High School



School:	Hillside High School
School Link:	Rachel Miller
Date of Governing Body Review:	15/01/2026
Next Review Due:	January 2027
Signed:	
Chair:	Mike Cunliffe
Principal:	Amanda Ryan

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For the purpose of this policy, the term 'SEND' applies to pupils with special education needs and pupils with disabilities. In addition, the term 'parent' includes adults who are in a parenting role (for example, step-parents, foster-parents, adoptive parents, guardians and carers). Also, the terms 'child' and 'pupil', and 'children' and 'pupils' are interchangeable.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Describe our whole school approach to SEND as detailed below:

At Hillside High School, we recognise the need to provide a fully inclusive curriculum in a supportive and positive learning environment. The skill, enthusiasm and supportive approach of the class teacher is the key to effective learning of all pupils, in particular those with Special Educational Needs and/or Disabilities (SEND) who need additional, targeted teacher input to meet their needs, improve their confidence and self-esteem and enable them to achieve and maximise their full potential. High quality teaching, adapted for individual pupils is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of inclusive 'Quality First' teaching.

Quality First teaching and additional interventions are defined through our regular dialogue across the school contributing to our provision management approach. These dialogues help us to regularly review and record what we offer every pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about Quality First Teaching and the application of an adapted and personalised approach to teaching and learning. We prioritise discussing careers and aspirations with all SEND pupils. .

2. Legislation and guidance

This policy and the school's information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCO) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SEND COORDINATOR

The SEND COORDINATOR is Mrs Rachel Miller.

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans (EHCPs).
- Provide professional guidance to colleagues and work with staff, parents/guardians, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- During periods of transition for pupils, liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND Governor Miss Emma Gee, Parent Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Principal

The Principal will:

- Work with the SEND COORDINATOR and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), selective mutism, receptive and expressive language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety or other mental health conditions.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, Cerebral Palsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

In identifying a pupil as needing SEND support the teacher, working with the SENDCO and other key adults who work with pupils, will carry out a clear analysis of the pupil's needs. This is largely drawn from the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/guardians, the pupil's own views and, if relevant, advice from external support services. We always take seriously any concerns raised by a parent/guardian. These are recorded and compared to our own assessment and information on how the pupil is developing.

Through our clearly defined assessment programme, we are able to identify any additional needs at the earliest possible stage and promptly implement effective provision to improve the long-term outcomes for all our pupils. This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with us to help inform the assessments. Where professionals are not already working with school staff, the SENDCO will contact them if the parents/guardians agree.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social, emotional or mental health (SEMH) needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/guardians

Involving parents/guardians and pupils in the dialogue is central to our approach and when a pupil is identified as having a special educational need, parents/guardians will be informed and invited into school to meet with the SENDCO and the relevant Progress Leader. At this meeting a thorough plan will be discussed and a pupil profile created capturing the pupil's current needs and any relevant information that the pupil or parent/guardian feels is appropriate to be shared with class teachers. At any point during the process parents/guardians are welcome and encouraged to contact school to discuss their pupil's progress and any additional needs. Pupils with SEND are involved from the outset in any plans drawn up to support them. From the initial identification of SEND, pupils are consulted and their views are ascertained through regular discussion and are recorded on their SEND support plans.

There are external support services available for parents/guardians of pupils with SEND. The contact details for these services are set out within the Local Authority Local Offer.

The Local Offer for Sefton residents can be found here:

<https://www.sefton.gov.uk/localoffer>

The Local Offer for Liverpool residents can be found here:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

We will have an early discussion with the pupil and their parents/guardians when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents'/guardians' concerns.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record and given to their parents/guardians.

- We will formally notify parents/guardians when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment including data provided from the P2S data capture and experience of the pupil.
- Their previous progress and attainment or behavior.
- Other teacher assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/guardians.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Graduated Response

5.5.1 Introduction

We are committed to providing a high-quality, inclusive education for all pupils. In line with the SEND Code of Practice (2015), we adopt a Graduated Response to identify and support pupils with Special Educational Needs and Disabilities (SEND). This approach ensures early identification, targeted intervention, and continuous monitoring, enabling pupils to make progress and access the curriculum effectively.

5.5.2 The Assess, Plan, Do, Review (APDR) Cycle

The Graduated Response is underpinned by the Assess, Plan, Do, Review cycle:

Assess: Teachers and Progress Leaders, supported by the SENCO and wider staff, gather a clear analysis of the pupil's needs through observation, assessment data, parental views, and external advice (if available).

Plan: An individualised plan is co-produced with clear outcomes. This may include specific interventions, in-class support, or referrals. The plan is shared with parents/carers and relevant staff.

Do: The class teacher remains responsible for implementing the plan, supported by teaching assistants or other staff. High-quality teaching remains central.

Review: The impact of the plan is evaluated regularly (e.g. termly), and decisions are made about adjustments, continuation, or escalation.

5.5.3. The 'Do' – Tiered Support within the Graduated Response

Interventions and support are structured across three tiers, reflecting the increasing level of need and support required. Actions are classified under the four Areas of Need as defined in the SEND Code of Practice. Examples of the interventions for each tier are incorporated into the SEND information report.

5.5.4. Monitoring and Review

All interventions, regardless of tier, are tracked using provision maps or individual support plans. Progress is reviewed regularly with all stakeholders, including parents/carers, and adaptations are made as needed.

Escalation to statutory assessment or an Education, Health and Care Plan (EHCP) may be considered if a pupil does not make expected progress despite Tier 3 interventions.

5.5.5 Roles and Responsibilities

Class Teacher: Implements high-quality teaching and targeted support; leads the APDR cycle.

Progress Leader: Implement APDR in collaboration with parents/carers.

SENDCO: Oversees coordination of provision liaises with external agencies, monitors progress. Provides specialist advice to Class Teachers and Progress Leaders

SLT: Ensures SEND is strategically led and resourced.

Parents/Carers: Engaged as partners in planning and reviewing support.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this.

We will offer an enhanced transition for pupils moving between Key Stages and this transition will be person centred.

5.7 Our approach to teaching pupils with SEN

As per the DfE guidance outlined in the Special Educational Needs Code of Practice, DfE 2015 Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Enhanced transition between Key Stages - person centered.
- Progress Leader for each year group who, when possible, follow the year group through.
- Calm/Sensory room
- Access Room available to pupils with an EHCP to access out of class learning in a small group provision.
- Well-Being Hub for pupils who need short term support with engagement and are unable to access mainstream lessons or pupils who may need short term support in terms of Social, Emotional and Mental Health.
- KS4 Alternative Provision (KS4AP) onsite with personalised curriculum and high pupil/adult ratio.
- KS3 Alternative Provision for pupils who need short term support with behaviour or Social, Emotional and Mental Health with a high pupil/adult ratio.
- Intervention programmes for reading /handwriting/smaller group intervention in English and Mathematics. Including specialist reading intervention and phonics from specialist reading teachers.
- TA support for some pupils on a 1:1 basis, specifically for pupils with an EHCP who have complex needs.
- Class based TA support for small groups of pupils with an EHCP.

- Access and support from external agencies including but not exhausting: EP (Educational Psychologist), EITC (Everton in the Community Projects), School Counsellor BrighterHorizons4u commissioned by school for 2 days per week, support and advice from LA Inclusion Service.
- Inclusion Manager, Inclusion HLTA, KS3 Assistant Progress Leader and WBH coordinator trained to deliver emotional literacy and behaviour management support through THRIVE

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adaptations to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, visualisers, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

Teaching Assistants will support pupils on a 1:1 or small group basis when a pupil had additional funding to secure this level of support. This is typically for pupils with an EHCP.

Teaching Assistants will support pupils in small groups when applicable.

In addition, we work with a number of external agencies to source support for learning some of which are outlined above in 5.6

5.10 Expertise and training of staff

Our SENDCO, Mrs. Miller has over three of years' experience in this role, was previously Assistant SENDCO and Literacy Coordinator, and has worked at Hillside for 11 years. The SENDCO completed the Post Graduate Certificate in the National Award for Special Educational Needs Co-Ordination in 2024. The SENDCO is a member of our school's Senior Leadership Team which means that SEND provision remains high profile in any strategic decision making here at Hillside.

Our SENDCO has been allocated discreet time on their timetable to manage SEND provision.

5.11 Securing equipment and facilities

Where a pupil needs a specific item of equipment or facilities, we will work alongside parents/guardians and relevant professionals to enable this to happen, when this is appropriate and manageable.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil voice.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHCPs.

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- Review SEND register after each P2S with progress leaders to assess impact of interventions and progress of pupils.

5.13 Enabling pupils with SEND to engage in activities available to those in the school

Our extra-curricular activities and school visits are available to all of our pupils, including our Breakfast Club and after-school clubs.

All pupils are encouraged to go on any residential trip(s) that occur during the school year.

All pupils are encouraged to take part in sports day/whole school performances and workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

All pupils including those with learning and/or physical disabilities are encouraged to actively participate in all aspects of school like and in conjunction with the Local Authority and/or relevant health professionals' accessibility is assessed and appropriate risk assessments created as and when needed.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have pastoral support from their Form Tutor and Progress Leader and when possible the Form Tutor and Progress Leader will remain with the same group of pupils from Year 7 to Year 11. For all pupils and those with SEND we believe that the opportunity to build on relationship and the consistency of key adults is crucial in supporting pupils in terms of their emotional and social development. In addition, other key members of the pastoral team may be identified to support a pupil in terms of their emotional and social development.
- The Personal Development programme here at Hillside builds upon opportunities for pupils to improve their emotional and social development and there are also opportunities within all areas of curriculum.
- The school has a dedicated office for pupils to access during the school day with a Pupil Support Co-Ordinator who offers support practically and emotionally. The Pupil Support Coordinator is also a Deputy Designated Safeguarding Lead.
- We have access to a professional counsellor who we commission to work with individual pupils 2 days per week. The counselling service is provided by Brighter Horizons4u.
- Our pastoral staff and members of leadership are all Mental Health and First Aid trained.
- As stated above in 5.7, we also have access to a number of external agencies to support pupil with their emotional and social development.
- We have a zero-tolerance approach to bullying- see Anti Bullying policy for further information.

5.15 Working with other agencies

Working with other agencies is a crucial part of providing the appropriate support for some learners with an identified SEND and we actively seek and encourage collaborative working to secure the best outcomes for all learners. See 5.7 and the SEND information report for a list of some of the external agencies that we work with.

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO, Mrs Miller, in the first instance. They will then be referred to the school's complaints policy.

The parents/guardians of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.

- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.17 Contact details of support services for parents/guardians of pupils with SEND.

Parents/guardians can contact their child's Progress Leader or the SENDCO for advice and contacts details of support services for pupils with SEND depending on where in the local area you reside. We will also post any relevant and current information of support groups on our school social media pages.

5.18 Contact details for raising concerns

If parents/guardians have concerns relating to their child in terms of SEND they can contact their child's Progress Leader.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. Both the policy and the information report will be approved by the governing board.

The Information Report will be published on the school's website.

It will be approved by the governing board.