

Hillside High School

Hillside SEN Policy and Information Report June 2021

*Excellence in the Heart
of the Community*



School:	Hillside High School
School Link:	Nevina Cross
Date of Governing Body Review:	8 th July 2021
Next Review Due:	July 2022
Signed:	
Chair:	Mike Cunliffe
Principal:	Amanda Ryan

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	8

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Our whole school approach to SEN is described 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, differentiated 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.

High 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 a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

2. Legislation and guidance

This policy and 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 SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCO/Assistant SENCOs) and the SEN information report.

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

3. Definitions

A pupil has SEN 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 SENCO/ Assistant SENCO

The SENCO is Mrs Nevina Cross and the Assistant SENCO is Mrs Rachel Miller.

Then SEN Governor is Mr Ray Webb, Vice Chair of Governors

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN 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 SEN up to date.

4.2 The SEN governor

The SEN governor will:

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

4.3 The Principal

The Principal will:

- Work with the SENCO/ Assistant SENCO/ Assistant SENCO/Assistant SENCO and SEN governor to determine the strategic development of the SEN 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 SENCO/Assistant SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN 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, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

In identifying a pupil as needing SEND support the teacher, working with the SENCO/ Assistant SENCO 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. 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 SENCO/ Assistant SENCO 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 child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

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. 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

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 Mrs Cross or Mrs Miller 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 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 children with SEND. The contact details for these services are set out within the LA 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 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' concerns.
- Everyone understands the agreed outcomes sought for the child.
- 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.
- We will formally notify parents when it is decided that a pupil will receive SEN 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 SENCO/ Assistant SENCO 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.
- 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 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 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.

5.6 Our approach to teaching pupils with SEN

As per the DfE guidance outlined in the Special Educational Needs Code of Practice, DfE 2014 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
- Nurture Forms in KS3 for pupil with complex SEN- highly adapted teaching/ smaller group setting
- Progress Leader for each year group who when possible follows the year group through
- Calm/sensory room
- Nurture Base for pupils who need short term support with engagement and are unable to access mainstream lessons
- Inclusion Base for pupils who may need short term support in terms of behavior and Social, Emotional and Mental Health
- KS4 Alternative Provision (KS4AP) onsite with personalised curriculum and high pupil/ adult ratio
- Intervention programmes for reading /handwriting/smaller group intervention in English and Maths
- TA support for some pupils on a 1:1 basis

- 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.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating 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.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when a pupil had additional funding to secure this level of support

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

5.9 Expertise and training of staff

Our SENCO Mrs Cross has a number of years' experience in this role and has worked as Assistant Vice Principal Pastoral at Hillside for 12 years. Mrs Cross holds a Post Graduate Certificate in the National Award for Special Educational Needs Co-Ordination. Mrs Cross is a member of our school's Senior Leadership Team which means that SEN provision remains high profile in any strategic decision making here at Hillside.

Our Assistant Assistant SENCO Mrs Miller has taught at Hillside for 7 years.

They are both allocated discreet time on their timetable to manage SEN provision.

5.10 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.

5.11 Evaluating the effectiveness of SEN provision

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

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Using pupil voice

Monitoring by the SENCO/ Assistant SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school

All of our extra-curricular activities and school visits are available to all 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 performance and workshops. No pupil is ever excluded from taking part in these activities because of their SEN 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.

5.13 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 SEN 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

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.

All pastoral staff and members of leadership are all Mental Health and First Aid trained

As stated above in 5.6 we also access and signpost 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.

5.14 Working with other agencies

Working with other agencies is a crucial part of providing the appropriate support for some learners with an identified SEN and we actively seek and encourage collaborative working to secure the best outcomes for all learners. See 5.6 for a list of some of the external agencies that we work with.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Mrs Cross in the first instance. They will then be referred to the school's complaints policy.

The parents 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

5.16 Contact details of support services for parents of pupils with SEN.

Parents/guardians can contact their child's Progress Leader, Mrs Cross or Mrs Miller for advice and contacts details of support services for parents and pupils with SEN 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.

5.17 Contact details for raising concerns

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

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Cross **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.