

Hillside High School Local Offer- Special Educational Needs

Please see the link below to access the SEND Local Offer from both Sefton LA and Liverpool LA

GENERAL DESCRIPTION OF OFFER

Who are the best people to talk to in this school about my child's difficulties with learning?

If you believe that your child has difficulties with their learning, or have any concerns regarding their attainment and progress in school, your child's Form Tutor or Progress Leader should be the first point of contact. If appropriate they will then refer to the school's SEND team.

How can I let the school know that I am concerned about my child's progress in school?

In addition to one Parent Consultation Evening per year when you will have an opportunity to meet with all of your child's subject teachers, you will also receive assessment data for all subject areas three times a year and an end of year Record of Achievement which is a summative report outlining your child's progress throughout the year. If at any point you are concerned about your child's progress in school you should contact your child's Form Tutor or Progress Leader.

How we identify young people with SEND and assess their needs?

Following each round of Progress 2 Success (P2S), the Progress Leader for each year group will analyse the progress data for every pupil within their year group. Pupils may be identified as having SEND if despite high quality teaching, they continually fail to make progress in a number of subject areas. When this is the case the pupil will be referred to the SEND team and dependent on the area or areas of concern, they will be assessed and screened to ascertain what the issues are. This will enable the most appropriate support to be assigned. When necessary and appropriate this may include referring to external agencies for additional support and assessment, but at all points during the process parents/carers will be fully informed and included in the plan.

Brief Statement outlining approach to SEND provision regarding philosophy and ethos

Here at Hillside we are wholly inclusive to all pupils and we endeavour to ensure that all pupils are given the appropriate support to achieve their full potential. It is the collective responsibility of all teachers to provide 'Quality First' teaching and differentiate accordingly to support pupils with and without SEND. Where a Teaching Assistant (TA) is supporting a pupil or pupils, the teacher should include this in their planning and ensure that the TA is actively deployed at all times. It is the responsibility of the TA to look for opportunities within the lesson to enhance learning and maximise progress. When a pupil has been identified as having a special educational need, it is essential that as a school we adopt a family centred approach to create a robust plan of support focused on achieving personal goals for the pupil.

Who are the SEND team here at Hillside?

The SEND team is led by Miss Palmer (Associate Assistant Vice Principal) who is the school's designated teacher for special educational needs (SEND Co-ordinator - SENDCO). Also in the team is Mr Smedley who is the Inclusion Manager. However, further to this, **every** teacher here at Hillside has a collective responsibility of providing the highest quality of teaching for all pupils including those pupils who may have been identified as having a special educational need. Your child's Form Tutor or Progress Leader should be your first port of call if you have any concerns regarding your child's progress and/or attainment.

Categories of Need

In line with the SEND Code of Practice 2015, a pupil may be identified as having a special educational need in one or more of the four main broad areas below:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and/or sensory

See below for the explanation for each category of need taken from the SEND Code of Practice July 2015.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Condition, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or Sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) also require additional ongoing support and equipment to access all the opportunities available to their peers.

Notifying Parents/Carers

Once a pupil has been identified as having a Special Educational Need, parents will be contacted and invited into school for a planning meeting. This plan will be reviewed and parents invited back into school at this point. This plan will be monitored and regularly reviewed.

'QUALITY FIRST' TEACHING PROVIDED TO ALL PUPILS

Adapting the curriculum and learning environment for children and young people with special educational needs

Every class teacher receives an individual class profile for each class that they teach four times a year following each round of P2S. A class profile is a document which allows teachers to review the current progress for all pupils in their class against targets. Using the class profile as a tool it is the expectation that all teachers will adapt the curriculum and learning environment to ensure all pupils can access learning. Through careful planning teachers should differentiate work and make careful decisions about their learning environment and resources, including any TAs used, to ensure that all pupils are able to fulfil their potential.

How can children use ancillary aids and technology to support their learning?

Ancillary aids should enhance and support learning by ensuring that they actively support pupils and endeavour to remove barriers to learning, they should create an element of independence for pupils that they are working with and develop confidence in their learning. Technology should be used to enhance learning including Alpha smart boards and behaviour and anger management programmes. Ancillary aids could include reading rulers, laptops, and pen grips, writing slopes, this is not an exhaustive list and Hillside would be committed to researching any relevant ancillary aids if appropriate.

How will the teaching be adapted for my child with learning needs?

Differentiation is the standard practice adopted by all teaching staff to provide high 'Quality First' teaching. In addition to this further adaptations in teaching could include adapted resources or and the use of a TA where applicable.

Description of the school's 'Quality First' offer (likely to be a minimum offer to all pupils in terms of inclusive teaching) and any adaptations to teaching (teachers understanding of different types of learning profiles and adjustments required)

Settings / groups

All teaching groups are set by ability in all year groups and 'Quality First' teaching is firmly embedded within our programme of Continued Professional Development (CPD).

How is the 'Quality First' offer monitored and developed?

All staff have receive training on the 'Quality First' offer from the SENDCO annually and in addition to this from September 2017, the SEND team will be holding regular drop in surgeries for teaching staff and TAs to share good practice and offer advice.

The 'Quality First' offer is monitored as part of regular whole school monitoring. This includes lesson drop in's, formal lesson observations and the scrutiny of pupils' work.

SEND SUPPORT

How can a pupil get help in school?

Pupils are referred to the SEND team when, despite 'Quality First' teaching and intervention from the class teacher, they still fail to make adequate progress. Following a referral to the SEND team there will be a rigorous assessment of the pupils' needs and an appropriate plan devised. This plan will then be actioned and then reviewed.

How is extra support allocated to children and how do they move between different levels?

Extra support is allocated dependent on need; this could be through in class support from a TA, specialist support and intervention from the literacy team or a referral to a relevant external agency. Where necessary, school will apply to the Local Authority (LA) for Higher Needs Funding (HNF) or apply for an Education Health Care Plan (EHCP). Support is also provided by the SEND team through transition between Key Stages.

Who are the other people providing services to children with SEND in this school?

Form Tutors and the Progress Leader are crucial in supporting all children within their form/year group including those pupils who are identified as having a special educational need. The Progress Leader for each year group will identify those pupils who are failing to make adequate progress and in close liaison with class teachers will identify and refer those pupils to the SEND team. The Inclusion Manager plays a pivotal role in supporting children with SEND through 1:1 work and where relevant work in the Inclusion Centre.

The Graduated Approach

A pupil may be at risk of failing to make adequate progress within one or two subject areas and where this is the case it is the responsibility of the class teacher supported by their Subject Leader to make appropriate adjustments to enable the pupil to make progress. When a pupil is failing to make progress in a number of subject areas and despite high quality teaching, this would result in a referral to the SEND team.

Identification of children with SEND

Those pupils who are identified as having a Special Educational Need will be placed on the SEND register. For those pupils who may need some support and reasonable adjustments to access the curriculum, but who are in fact making progress will be placed on the school's Reasonable Adjustments Register. This register and the support these pupils receive are overseen by the SENDCO. Each term either of these documents will change as pupil progress may fluctuate.

In what circumstances would a support plan be required to ensure progress

A SEND Support Plan would be required when despite 'Quality First' teaching and appropriate intervention, the pupil fails to make progress in a number of subject areas. Each child on the register has a pupil profile document which details their level of need and suggested strategies to support them to enable them to make progress. For pupils with a more significant level of need, they would also have a SEND support plan drawn up which contains 'Specific, Measurable, Achievable, Relevant and Time-based' (SMART) targets which are reviewed on a termly basis.

Arrangements for consulting with parents and the children themselves when putting together a support plan.

When a pupil is identified as having a special educational need, parents will be informed and invited into school to meet with Miss Palmer (Associate Assistant Vice Principal, SENDCO) and the Progress Leader. At this meeting a thorough plan will be discussed and achievable SMART targets set. At any point during the process parents are welcome and encouraged to contact school to discuss their child's progress and any additional needs.

Interventions

'Quality First' teaching

Support from observations in lessons, 1:1 mentoring and liaison with teaching staff

TA support

Specialist resources

Access Arrangements for assessments (and applied in class)

Together Trust

Educational Psychologist

Speech and Language Therapists

School Nurse and Specialist School Nurse

Literacy Intervention

EAL Support

Behaviour Support

Inclusion Centre

TRACKING PROGRESS

Here at Hillside staff are required to input data on pupil progress four times per year. These are called rounds of 'Progress 2 Success' (P2S) and are evenly spaced out throughout the school year. The academic data will be in the form of an expected GCSE grade and will be a current cumulative grade based upon suitable common assessments agreed and moderated within each department. Following each round of P2S, the Progress Leader for each year group will analyse the overall data for each pupil within their year group and identify any pupil who is failing to make adequate progress, this could then result in a referral to the SEND team. Once a pupil has been identified as having a special educational need and placed on the SEND register, the pupil would then meet with the SENDCO and the relevant Progress Leader.

As part of the 'assess, plan, do and review' process the progress of all pupils is tracked rigorously.

IDENTIFYING TARGETS AND ANTICIPATED OUTCOMES

How targets are identified – involvement of pupils and parents

SMART (Specific, Measurable, Achievable, Relevant and Time-based) targets are created with pupils, parents/carers and the SENDCO; these targets will be shared with teaching staff and reviewed regularly.

If, despite in-house intervention, pupils are failing to achieve set targets then the SEND team may apply to the LA for Higher Needs Funding or for an EHCP (Education Health Care Plan). Parents/Carers would be fully informed and involved at all points of the referral process.

TRANSITIONS

Transition arrangements for pupils coming into the school

The Year 7 Progress Leader visits all primary schools to gather information regarding all new pupils who join Hillside in Year 7. The Induction Form has a comprehensive section on special educational needs so as much information as possible can be gathered to support a smooth transition for all pupils. In more complex cases the SENDCO may meet with primary colleagues and parents/carers to formulate an enhanced transition plan. There is a rigorous induction programme for all Year 6 pupils and whenever pupils join Hillside in -year we ascertain relevant information from the previous school and conduct baseline assessments prior to the pupil starting. This allows us to place them in the correct teaching group.

Transitions arrangements for when pupils leave in Year 11

All pupils who have SEND have 1:1 sessions with the school's Career Advisor as a priority. When pupils are transferring to college post 16, relevant information is shared with the forwarding placement and where appropriate the SEND team will support a robust transition programme.

BUILDING CAPACITY

How do can I be sure that the school has the appropriate knowledge and expertise to support my child's needs?

Staff are kept up to date with current thinking in terms of SEND through the SEND team. From September 2017, the SEND team will hold scheduled surgeries throughout the school year for staff to drop in to seek advice about teaching pupils with SEND. Staff here at Hillside will regularly seek advice from the LA SEND department and other external agencies to ensure the best outcomes for all pupils. The Principal attended training from the Local Authority as part of the Secondary Heads Conference (July 2014).

EQUAL OPPORTUNITIES

How have we made all opportunities in the school accessible to children with SEND?

Hillside is committed to making all opportunities in school accessible to all children and is fully inclusive. The library offers support in terms of Independent Learning and this is available to all pupils with and without SEND both before and after school. All after school clubs and trips out of school are fully accessible to pupils with SEND and where necessary additional risk assessments are completed.

How are facilities and opportunities accessible to all pupils? Are Access Arrangements in place for pupils with different needs?

The school is a building with many stairs. There is, however, disabled access throughout the building by way of two lifts, two disabled toilets, a purpose built hygiene room and a physiotherapy room. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. All members of the school community, including pupils, are invited to inform the school of any disability they have. All pupils are assessed annually to determine if they would benefit from the application for any access arrangements. Access Arrangements are applied for by the exams officer as directed by the SENDCO following more in depth assessment by a Specialist Assessor (Miss Palmer).

SENDCO Actions

The SENDCO's main task is to oversee and coordinate SEND provision throughout the school. The SENDCO meets with parents/carers, liaise with outside agencies, works with pupils, assesses pupils and completes paperwork, ensuring the pupils receive the best support and provision possible. They also attend meetings and training and keep up to date with government requirements and changes regarding SEND. The SENDCO acts as a source of advice and support to all staff to discuss pupil progress and the impact of intervention programmes. Along with the Inclusion Manager, this is an area we will develop over the course of the academic year.

The SENDCO along with the relevant Progress Leader overseeing each year group looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

OFFER FOR PUPILS WITH EMOTIONAL AND SOCIAL NEEDS

Here at Hillside we have a strong and extensive Pastoral Team to support all pupils. For those pupils who are identified as not making adequate progress due to their emotional and social needs we have a number of strategies and interventions to support individuals. They include support from the Inclusion Manager who offers anger management and conflict resolution programmes amongst other strategies. In addition the school has two Home Liaison Officers who offer emotional support to pupils at times of crisis. Incidents of bullying are rare but there is a robust response to incidents of bullying and a clear monitoring process.

Some pupils with emotional and social needs may be provided with a 'time out card' in order that they can leave a lesson at times of distress, the aim of the time out card is to teach pupils the skills to cope and become resilient and following a couple of minutes outside the classroom, they can return to the lesson.

The school also buys in a counselling service one day per week called 'Brighter Horizons 4U', pupils are always referred to the counsellor with the consent of parents/carers and parents/carers and pupils are made aware from the outset that anything discussed within these counselling sessions is completely confidential between the pupil and counsellor, unless there is a safeguarding concern, when the counsellor would be duty bound to report that to the safeguarding team in school.

Sefton's Local Offer can be found by clicking [here](#).

As a number of our pupils reside within Liverpool LA, you can also access the Liverpool Local Offer by clicking [here](#).