



SEND Information Report

July 2019

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Local Offer Contribution:

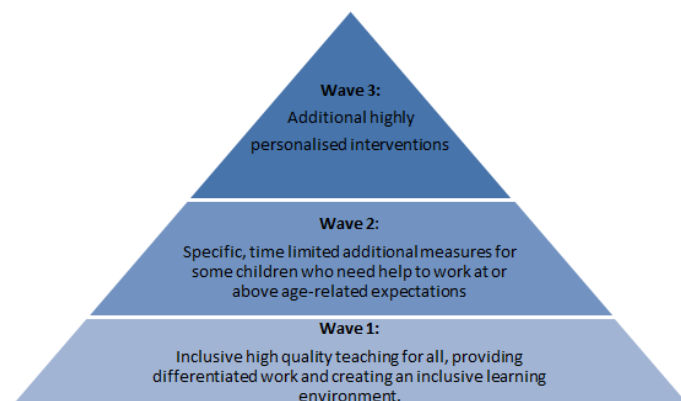
Sefton LA Local Offer can be found [here](#).
 Liverpool LA Local Offer can be found [here](#).

Whole School Approach:

At the 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 child or young person 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.

Underpinning ALL our provision in school is the **graduated approach** cycle and **waves of intervention** model:





Assess:

Hillside High School has a clear approach to identifying and responding to SEND.

In identifying a child as needing SEND support the teacher, working with the SENDCo, 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, 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 child. 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 agree.

SEND is assessed through a range of methods including:

- Information from primary schools including previous assessment data and reports from any external professionals
- Analysis of academic data to identify pupils making less than expected progress given their age and individual circumstances
- Diagnostic assessments conducted both in school by the SENDCo and from outside professionals including Educational Psychologists, Sefton SEN & Inclusion Service (SENIS) and Speech & Language Therapists.

Those pupils whose special educational need then calls for provision to be made for him or her, namely provision different from or additional to that which is normally available to pupils of the same age, will be placed on the SEND register. Other pupils who may have a special educational need and require reasonable adjustments to be made for them to be able to access the curriculum but who are making at least expected progress, will be placed on the school's Reasonable Adjustments Register (RAR). Both the SEND register and the RAR are regularly reviewed by the SENDCo.



Plan:

Where it is decided to provide a pupil with SEND support, the parents/carers are formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. All of this information is contained within a SEND Support Plan which is then regularly reviewed throughout the year with parents/carers.

Adaptive teaching is the standard practice which is planned for by all teaching staff at Hillside to provide high Quality First Teaching. This adaptation could include adapted resources and/or the use of a TA where applicable, to ensure that pupils with SEND are able to engage in all activities.

Every class teacher completes individual class reviews for all of the classes that they teach after each round of P2S. Within this process, teachers review the current progress for all pupils in their class against their targets in order to plan for these pupils going forward. Using the class review as a tool, it is the expectation that all teachers will adapt the curriculum and learning environment to ensure all pupils can access learning and make progress. Through careful planning, teachers should adapt the work and make considered decisions about their learning environment and resources used, including TAs, to ensure that all pupils, including those with SEND, are able to fulfil their potential.

Do:

The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the teacher, they still retain responsibility for the pupil. They should work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

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 deliver Quality First Teaching (QFT) and adapt their teaching accordingly to support pupils both with and without SEND. Where a teaching assistant (TA) is supporting a pupil or groups of 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 outcomes for the pupil.



Review:

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents and these both feed back into the analysis of the pupil's needs. The teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months and school fully co-operate with the relevant LA in the review process.

We evaluate the effectiveness of our SEND provision through our whole school monitoring system and by assessing the impact of support for individual pupils with SEND following each round of P2S. This includes analysis of assessment data, ascertaining the views of parents/carers, class teachers, TAs and other adults working with the pupil and most importantly, the views of the pupils themselves. This review takes place routinely following each round of P2S and if necessary in between where difficulties may arise.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Our reasonable adjustment approaches to support communication and interaction:

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to alternative methods of recording
- Strategies and approaches to manage change and transitions

2. Cognition and learning

Our reasonable adjustment approaches to support cognition and learning:

- Differentiated curriculum, pertinent to pupil's level of attainment or development
- Reading material accessible to students
- Opportunities for students to present knowledge / views in a variety of ways
- Students made aware of the next steps in learning and how to achieve them
- Access to personalised learning aids such as word banks, number lines, memory prompts
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points



- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

3. Social, emotional and mental health

Our reasonable adjustment approaches to support social, emotional, mental health:

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where students feel safe, and free from bullying and harassment
- A range of opportunities to support social and emotional development, including strengthening resilience and self-confidence
- Consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- Providing opportunities and encouragement to use self-calming techniques
- Time Out arrangements
- Access to a quiet space

4. Sensory and/or physical needs

Our reasonable adjustment approaches to sensory and/or physical needs:

- Recognition of sensory needs and appropriate adjustments made
- Access to equipment to support mobility as provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in Educational Health and Care plan or medical care plan
- Access to a quiet space
- Adjustments to alleviate visual stress
- Use of tactile sensory objects supported

Reference: SEND Policy – 2019

As of 28th June 2019, we had 73 children or young people receiving some form of SEND support. We have three pupils in school with Education Health Care Plans (EHCP) with a further five pupils currently under assessment to receive an EHCP and one pupil in the process of an appeal. This information is broken down by year group in the table below:

	SEND Support	EHCP in place	EHCP under assessment	EHCP going through appeal	Planned EHC Assessment Application
Year 7	18	---	---	1	1
Year 8	17	---	2	---	2
Year 9	13	---	3	---	1
Year 10	9	1	---	---	---
Year 11	13	2	---	---	---



We have internal processes for monitoring quality of provision and assessment of need. These include whole school book reviews, departmental book reviews and whole school learning walks which take place at several different points throughout the school year.

Reference: Monitoring Policy 2019

Consulting with children, young people and their parents

Involving parents and pupils in the dialogue is central to our approach and when a pupil is identified as having a special educational need, parents/carers will be informed and invited into school to meet with Miss Palmer (Associate Assistant Vice Principal, SENDCo) and the relevant Progress Leader. At this meeting a thorough plan will be discussed and Specific, Measurable, Achievable, Relevant and Time-based targets set (SMART targets). At any point during the process parents/carers are welcome and encouraged to contact school to discuss their child'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 of children with SEND. The contact details for these services are set out within the LA local offer.

Sefton's Local Offer can be found by pressing the 'control' button and clicking [here](#). As a number of our pupils reside within Liverpool LA, the Liverpool Local Offer can also be accessed by pressing the 'control' button and clicking [here](#).

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENDCo. Our SENDCo is Miss Michelle Palmer who can be contacted at the school by phone 0151 525 2630 or via email m.palmer@hillsidehigh.co.uk. If necessary, Amanda Ryan, Principal, can also be contacted regarding any SEND matter either by telephone as above or via email a.ryan@hillsidehigh.co.uk.

We are committed to developing the ongoing expertise of our staff. Within the area of SEND, we have the following current expertise in our school:

Name	Area of expertise	Level	Year
Michelle Palmer	Special Educational Needs – Annual Update/Refresher for Access Arrangements	External Provider INSET	2018
Michelle Palmer	Special Educational Needs – National Award for Special Educational Needs Co-ordinators	Post Graduate level	2018
Michelle Palmer	Special Educational Needs – Specialist Assessor for Access Arrangements	Post Graduate level	2018



All staff receive annual training from in relation to the SEND Code of Practice 2015. In addition to this in the last year, the SENDCo at Hillside has accessed up to date training provided by both Sefton LA and other external providers and disseminates this to all staff. Furthermore, in February 2019 all teaching and support staff received training from the Sefton LA about Autism, ADHD and Dyslexia. Additional training has been provided in previous years by the ADHD Foundation and in June 2019, all TAs received bespoke training about Autism and how best to support a young person with this conditional as a supportive adult.

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure pupils achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

At Hillside, there are 43 teachers and 8 teaching assistants. Five of the teaching assistants support specific pupils who receive funding for an adult to work directly with them, two teaching assistants are generic with one working with a Year 8 class and one supporting across all year groups. Lastly, there is one teaching assistant dedicated to working with our English as an Additional Language (EAL) pupils.

Furthermore, there is a nurture group in Year 7 whereby pupils access several of the subjects on their timetable with one teacher to support their transition into secondary school. More vulnerable pupils can access the Nurture Base on reduced hours where there is an identified need. Pupils can be referred to the Inclusion Centre for a short period of intervention and there is also an on-site Alternative Provision in Key Stage 4.

Children with SEND may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Inclusion Consultants, Occupational Therapists etc).

School Partnerships and Transitions

Hillside works with a number of external partners including school health, social care, local support services and other organisations. Hillside also works closely with local authorities which retain a strategic role across the area to support SEND provision. Details of that support are set out in the local offer.

As stated above, Sefton's Local Offer can be found by pressing the 'control' button and clicking [here](#). As a number of our pupils reside within Liverpool LA, the Liverpool Local Offer can also be accessed by pressing the 'control' button and clicking [here](#).



When SEND pupils make the transition to Hillside from primary, the SENDCo and the Year 7 Progress Leader liaise with all primary schools to gather information regarding all new pupils. The Induction Form has a comprehensive section on SEND in order to gather as much information as possible to support a smooth transition. In more complex cases, the SENDCo may meet with primary colleagues and parents/carers to formulate a separate transition plan.

Furthermore, there are transition plans for SEND pupils when moving between Key Stages 3 and 4 and this is a key focus, where relevant, in a pupil's annual SEND review.

Transition from Year 11 to post 16 education is completed with the pupil and their family, the relevant forwarding provider, careers advisor and where appropriate the Local Authority (LA) SEND department. We closely monitor children and young people's destination data.

When pupils join Hillside in-year, we ascertain relevant information from the previous school and conduct baseline assessments in the form of Cognitive Ability Tests (CATs) and reading and hand writing assessments prior to the pupil starting. This allows us to place the pupil in the correct teaching group.

Complaints

We aim to foster an open line of communication with all parents/carers whose child/children have SEND, for example through regular feedback and meetings. It is hoped by having an open line of communication this would limit the need for complaints. However, any complaint received would follow the school policy on complaints and be dealt with seriously. Please note that appeals and complaints about decisions taken by the Local Authority should be made to that body.

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body: 11th July 2019

Date of next review: summer term 2020