



**HILLSIDE
HIGH SCHOOL**

Hillside High School

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Mrs A Ryan

Principal BA (Hons), PGCE, NPQH

SEND

Information Report

Annual Review 2023-2024

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014.

SEND Broad Areas of Need (Appendix A contains detailed information on areas of need)

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/ or Physical Needs

General School Details	
School Name	Hillside High School
School Website	www.hillsidehigh.co.uk
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Type of School	Academy
Description of school	Mainstream 11-16 mixed secondary school
Does our school have a resource base? Yes or No If yes please provide a brief description.	No
Number on roll	663
% of pupils at the school with SEND	24.74%
Date of last OFSTED	June 2021
Accessibility information	Hillside High School meets all relevant accessibility requirements as required under the Disability Discrimination Act (DDA) 1995.
Please provide a web link to your school's Accessibility Strategy	https://www.hillsidehigh.co.uk/downloads/school-information/updated_policies_april_2023/accessibility_policy.pdf
Expertise and training of school-based staff about SEND (CPD) details.	Rachel Miller NPQML (Literacy Intervention) Completing National Award for SEN Coordination, AET Autism CPD (Autumn 2022). Completing NASEN Peer Review training April 2023. Amanda Ryan NASEN Peer Review. Helen Roby and Kerry Rourke ELSA.
Documentation available: Are the following documents available on the school website? Please insert links to the documents page	SEND Policy: https://www.hillsidehigh.co.uk/downloads/school-information/updated_policies_april_2023/send_policy.pdf Safeguarding Policy: https://www.hillsidehigh.co.uk/downloads/school-information/updated_policies_april_2023/child_protection_safeguarding.pdf

	<p>Behaviour Policy: https://www.hillsidehigh.co.uk/downloads/school-information/updated_policies_april_2023/behaviour_for_learning_policy.pdf</p> <p>Equality and Diversity policy: https://www.hillsidehigh.co.uk/downloads/school-information/updated_policies_april_2023/equality_policy_objectives.pdf</p> <p>Pupil Premium Information https://www.hillsidehigh.co.uk/downloads/school-information/updated_policies_april_2023/pupil_premium_policy_2022-2023.pdf</p> <p>Complaints Procedure https://wadedeacontrust.l7.duodesign.co.uk/downloads/trust_information/policies/72_complaints_policy_v6.pdf</p>
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Range of Provision and Inclusion information

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>Identification</p> <ul style="list-style-type: none"> • Local Authority Transition Forms. • 1:1 Transition meetings with Year 6 teachers/ SENDCO conducted by Year 7 Progress Leader and SENDCO. • KS2 reading, writing, maths data. • NGRT reading tests. • Parent concerns. • Progress Leader/ teacher concerns. • Termly pastoral profile meetings. • Progress to Success data (3 times per year). • NGRT Dyslexia Screen. • Lucid Exact Screen. • All teachers are teachers of SEND and provide Quality First Teaching through Hillside Core 5 (HC5). • School follows the graduated approach using Assess Plan Do Review cycle. <p>Involvement in Planning</p> <ul style="list-style-type: none"> • Initial conversations take place between Progress Leader, pupil and parent. • Referral to SENDCO who will meet with parents and write Pupil Profile (Appendix B redacted SEND Plan). • Interventions and strategies are agreed, reviewed and amended on a regular basis. • SEN Pupil Profiles are available electronically on SIMS for all staff to access. Regular updates shared with staff. • Team Around Child (TAC) meetings for parents and teaching to discuss best practice.
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<p>What extra support we bring in to help us meet SEND: specialist service, external expertise and how we work together. For example, health, social care, local authority support services and voluntary sector organisations</p>	<ul style="list-style-type: none"> • Classroom Support Assistants support individuals across the school. • HLTA (English and Maths Tutor) manages Wellbeing Hub to support SEMH. • Internal Alternative Provision managed by Inclusion Manager. • KS3 Alternative Provision staffed by TA and subject specialists in core subjects. • KS4 Alternative Provision staffed by HLTA and subject specialist teachers. • Local authority inclusion consultant. • Educational Psychologist. • External Alternative provision. • Home School Liaison Team- who have systems to contact social care where appropriate. • Attendance team and LA EWO. • Everton In the Community. • Brighter Horizons. • Academic mentors and tutors. • Specialist Reading teachers (KS1 and KS2). • School Nurse. • CAMHS. • VENUS/STAR Centre. • YPAS. • ADHD/ASD Nurses for Sefton and North Liverpool. • Sefton Occupational Therapy. • Sefton Physio Therapy. • ELSA trained Progress Leader and HLTA. • Sefton hearing Impairment Service. • Sefton visual impairment service.
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Hillside Core5 provides Quality First provision for all. • Wellbeing Hub. • Alternative Provision. • Non-teaching Progress Leaders for pastoral support. • Corporate displays for continuity. • Uniform décor for continuity. • Calm room. • Access to ICT including laptops. • Training from VI and HI teams for staff. • Differentiated resources including coloured lenses, writing slopes, enlarged work etc. • Home School Liaison team provide mentoring. • Academic Mentoring. • Tuition for LAC pupils.
<p>What strategies/programmes/resources are used to support pupils with</p>	<ul style="list-style-type: none"> • Bedrock English. • Sparx Maths. • Inclusion CPD 2022-23 Autism Friendly Classrooms.

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autism and social communication difficulties?	<ul style="list-style-type: none"> • Visual timetables. • In class support from classroom support assistants. • After school clubs like sports and drama. • Debate Mate. • Reading is Power. • Wellbeing Hub.
What strategies/ programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • Referrals to Alder Hey Speech and Language Therapy (SaLT). • In class support from Classroom Support Assistant. • Debate mate. • Autism Friendly Classrooms. • Autism Education Trust training. • Sefton Social Comms team. • Access to Wellbeing Hub during unstructured times. • Access to Learning Resource Centre during unstructured times. • Access to English Additional Language Club during unstructured times. • Afterschool homework clubs.
Strategies to support the development of literacy	<ul style="list-style-type: none"> • Reading is Power. • KS1 and KS2 Specialist reading teachers. • Phonics Teaching. • Project X. • Inference Intervention. • Hillside Core 5 Word Rich Classrooms. • Debate mate. • Think Pair Share. • Targeted reading intervention. • In class support from Classroom Support Assistant. • Register and Read. • After school reading intervention for identified pupils. • Professional Development for all staff across the school. • Specialist English intervention teacher. • Academic Mentor English specialist. • Higher Level Teaching Assistant for English Additional Language.
Strategies to support the development of numeracy	<ul style="list-style-type: none"> • Hillside Core 5. • In class support from Classroom Support Assistant. • Quality First teaching. • Specialist maths intervention teacher. • Academic Mentor- maths specialist. • Sparx maths. • Specialist resources and targeted online resources for reinforcement of teaching and learning. • Targeted Maths Breakfast Club.

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	<ul style="list-style-type: none"> • Maths Homework Club.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Higher Level Teaching Assistant deployed in Wellbeing Hub to provide additional support and SEND provision. • In class support from Classroom Support Assistant. • Pupil profiles, reviewed after each P2S. • Personal Education Plans for Looked After Children. • Targeted intervention with academic mentors and tutors. • Adaptive teaching. • Hillside Core 5 to provide quality First teaching. • Personalised curriculums where appropriate. • Internal Alternative Provision.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> • Pupil progress reviewed after each P2S in Assess, Plan, Do Review Cycle as outlined in the SEND Code of Practice 2015. • Termly Focused Learning Walk and Book Reviews. • Pupil Profile for SEND pupils. • Graduated Response facilitated by Progress Leaders. • Multi Agency Meetings. • Home School Liaison Team. • Attendance Team. • Local Authority Education Welfare Officer. • Parents Evenings. • Reports home. • Regular communication with parents. • External assessments instructed when necessary.
Strategies/support to develop independent learning	<ul style="list-style-type: none"> • Regular Mini Assessment Points in all curriculum areas. • Three P2S assessments per year. • SEN Plan meetings with SENDCO/Higher Level Teaching Assistant/ Progress Leader. • Reviews of in class provision. • Access to a broad and balanced curriculum that is ambitious for all. • Hillside Core 5 regular feedback in all lessons. • Personal Development Curriculum.
Support/supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Break and lunchtime supervision by teaching and support staff. • Break and lunchtime duties conducted by Progress Leaders and Senior Leadership. • Wellbeing Hub open to named pupils. • English Additional Language Club for named pupils. • Learning Resource Centre open as quieter space. • Breakfast club staffed by experienced member of the Home Liaison Team. • Learning Resource Centre before and after school clubs staffed by academic mentors.

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	<ul style="list-style-type: none"> • Homework clubs staffed by academic mentors. • Curriculum clubs staffed by teaching and support staff.
Extended school provision available before and after school, holiday etc.	<ul style="list-style-type: none"> • After school homework clubs. • After school Learning Resource Centre access for quiet study. • Period 6 Revision for Year 11. • Period 6 Reading Intervention. • Extra-Curricular Sport. • Extra-Curricular Drama, Music and Performing Arts. • Extra-Curricular Dance. • Subject Specific Extra-Curricular eg Maths, Computer Science. • Summer School for Year 5/6 transition.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> • All pupils are encouraged to engage and participate in extra-curricular activities and school visits. • Classroom Support Assistant support for extra-curricular activities and visits to enable SEND pupils to access visits and interact with their peers. • Participation of SEND pupils in extra-curricular activities and school visits is tracked and monitored.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Wellbeing Hub to support Social Emotional Mental Health. • Classroom Support Assistant support in lessons. • Internal Alternative Provision to support Social Emotional Mental Health. • Home School Liaison. • Non-Teaching Progress Leaders. • Form Tutors. • Meet and Greet at the start/ end of day. • Visible Progress Leaders/ Senior Leadership Team at start/ end of day and during unstructured times. • Teachers meet and greet at door. • Graduated response. • Everton In the Community. • Brighter Horizons. • Personal development Curriculum. • Year 11 mentoring programme. • Access to relevant texts e.g. Atomic Habits and Inner Drive.
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Consistent use of the school Behaviour for Learning Policy. • Lesson Transitions routine. • Hillside STAR routine. • Non-teaching Progress Leaders. • Time-out support. • Wellbeing Hub. • Follow Children at Risk of Exclusion (CARE) protocol where appropriate.

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	<ul style="list-style-type: none"> • Dedicated Inclusion Manager with staffing space and behaviour support programmes.
How we support pupils in their transition into school and when they leave us and in preparing for adulthood.	<ul style="list-style-type: none"> • 1:1 Transition visits to primary schools by Progress Leader and SENDCO. • Enhanced transition. • Summer School. • Careers meeting in Year 9-11. • Personal Development Curriculum. • Careers Fair. • 1:1 Options meetings in Year 9. • Mock Interviews in Year 10. • Work Experience including bespoke work experience for SEND pupils. • College visits. • 1:1 college visit for SEND pupils. • Additional careers interview for Year 11 after predictor exams. • Enhanced transition to post 16 if necessary. • Regular meetings with parents. • Life skills in Well Being Hub and with Classroom Support Assistant.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Close links with external specialist services including; autism spectrum disorder/ attention deficit hyperactivity disorder nurses, Occupational therapy, Physiotherapy, VENUS STAR Centre, Young Persons Advisory Service, Alder Hey, Alder Centre for Education and Pinefields Complimentary Education. • Lift access and wheelchair access. • EVAC (Evacuation) chairs for identified pupils. • EVAC training by site team. • Pupil Support to administer medication, update health plans etc.
Extra support for parents and carers and pupils offered by the school/ how parents are involved in their child's education.	<ul style="list-style-type: none"> • Progress Leaders make regular contact with parents. • Academic Mentors to provide targeted intervention. • Three SEN review meetings per year. • Three P2S reports homes. • Parent engagement events for both Key Stages. • Close links with external agencies. • SENDIASS/ SEN inclusion consultant.
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this (additional support and equipment, alternative provision where necessary). The local authority may contribute if the cost of meeting an individual need are significant. • Variety of interventions and in class support to deliver strategies as detailed in Education Health Care Plans.

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	<ul style="list-style-type: none"> • For the employment of classroom support assistants and High-Level Teaching Assistants. • For the employment of academic mentors to run after school literacy intervention and after school clubs. • Development and delivery of personalised timetables. • Wellbeing Hub provision and tuition. • Alternative provision. • 1:1 tuition where appropriate. • 1:1 Classroom Support Assistant where higher needs or top up funding is provided by the local authority. • Provision of dedicated rooms such calm room, Wellbeing Hub etc. • Provision of home school liaison team. • Targeted SEND Professional Development. • Literacy intervention. • Provision of non-teaching Progress Leaders. • Access to counselling through Brighter Horizons. • Purchase of additional Educational Psychologist hours.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • The provision of 1:1 tuition for Looked After Children in Wellbeing Hub with Higher Level Teaching Assistant Maths and English Tutor. • Academic Mentors and Specialist intervention teachers to support Looked After Children. • Provide extra-curricular experiential opportunities including educational visits. • Access to extra-curricular activities. • Staff Professional Development. • Looked After Children additional funding deployed to purchase resources on a case by case basis.
SENDCO	Rachel Miller r.miller@hillsidehigh.co.uk
Principal	Amanda Ryan a.ryan@hillsidehigh.co.uk
Annual Review 2023-24	Completed by Rachel Miller September 2023

Appendix A

SEND Broad Areas of Need

Communications and Interaction	
6.28	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.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, 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	
6.30	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.
6.31	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 difficulties	
6.32	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, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	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 habitation 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 (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.