



SEND Information Report 2025-2026

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
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	795
% of pupils at the school with SEND	33%
Number of pupils with EHCP	42
% of pupils with EHCP	5%
Date of last OFSTED	September 2023
Awards that the school holds	
Accessibility information	Hillside High School meets all relevant accessibility requirements as required under the DDA.
Please provide a web link to your school's Accessibility Strategy	
Expertise and training of school-based staff about SEND (CPD) details Please comment specifically in relation to autism and include dates.	Rachel Miller BA (Hons), PG Cert (NASENCO), AET Autism CPD (Autumn 2022) Amanda Ryan NASEN Peer Review Ted Smedley (Thrive) Anthony Gallagher (Thrive) Fay Gibbons (Thrive)
Documentation available: Are the following documents available on the school website? Please insert links to the documents page	SEND policy Safeguarding Policy Behaviour Policy Equality and Diversity policy Pupil Premium Information Complaints Procedure



<p>Range of Provision and Inclusion information</p> <p>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>	<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 • P2S 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) • 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.
<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 • Access Room for EHCP pupils requiring intervention. • Internal Alternative Provision managed by Inclusion Manager



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	<ul style="list-style-type: none"> • KS3 Alternative Provision staffed by teaching staff/ HLTA 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 • LFC Foundation • Dallalio Rugby Worx • Brighter Horizons • 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 • Thrive trained inclusion manager, inclusion HLTA and assistant progress leader • Sefton hearing Impairment Service • Sefton visual impairment service
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Wellbeing Hub • SEND Access Room • 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 • HC5 provides quality first provision for all • Differentiated resources including coloured lenses, writing slopes, enlarged work etc. • Home School Liaison team provide mentoring • Academic Mentoring



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<p>What strategies/ programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Tuition for LAC pupils • Sparx English • Sparx Maths • Autism Friendly Classrooms • Visual timetables • In class support from classroom support assistants. • SEND specific after school clubs in LRC • Project X reading intervention • After school clubs like sports and drama • Debatemate • Reading is Power • Wellbeing Hub • SEND Access Room
<p>What strategies/ programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Referrals to Alder Hey SALT • In class support from classroom support assistants • Debatemate • Autism Friendly Classrooms • AET training • Sefton Social Comms team • Access to WBH during unstructured times • Access to LRC during unstructured times • Access to EAL Club during unstructured times • Afterschool homework clubs
<p>Strategies to support the development of numeracy</p>	<ul style="list-style-type: none"> • Reading is Power • KS1 and KS2 Specialist reading teachers • Phonics Teaching • Project X • Inference Intervention • HC5 Word Rich Classrooms • Debatemate • Think Pair Share • Targeted reading intervention • In class support from CSA • Form time reading • After school reading intervention for identified pupils • CPD for all staff across the school • Specialist reading intervention teacher • Reading curriculum lessons • HLTA for EAL
	<p>Hillside Core 5 Quality First teaching Specialist maths intervention teacher</p>



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	<p>Academic Mentor- maths specialist</p> <p>In class support form CSA</p> <p>Sparx maths</p> <p>Specialist resources and targeted online resources for reinforcement of teaching and learning.</p> <p>Targeted Maths Breakfast Club</p> <p>Maths Homework Club</p> <ul style="list-style-type: none"> •
How we adapt the curriculum and modify teaching approaches to meet send and facilitate access.	<ul style="list-style-type: none"> • HLTA deployed in Wellbeing Hub to provide additional support and SEND provision. • TA deployed to Access Room to provide support for pupils with EHCPs • CSA provide in class support • Pupil profiles, reviewed after each P2S • Personal Education Plans for LAC pupils • Targeted intervention with academic mentors and tutors • Adaptive teaching • HC5 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 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 • LA EWO • 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/HLTA/ Progress Leader • Reviews of in class provision • Access to a broad and balanced curriculum that is ambitious for all. • HC5 regular feedback in all lessons



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Support/ supervision at unstructured times of the day including personal care arrangements	<ul style="list-style-type: none"> • Personal Development Curriculum • Break and lunchtime supervision by teaching and support staff • Break and lunchtime duties conducted by Progress Leaders and SLT • Wellbeing Hub open to named pupils • SEND Access Room open to named pupils • EAL Club for named pupils • LRC open as quieter space • Breakfast club staffed by mentor • LRC before and after school clubs staffed by academic mentors • 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 LRC access for quiet study • P6 Revision for year 11 • P6 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. • CSA support for extra curricular activities and visits to enable SEND pupils to access visits and interact with their peers.
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 SEMH • SEND Access Room • CSA support in lessons • Internal Alternative Provision to support SEMH • Home School Liaison • Non-Teaching Progress Leaders • Form Tutors • Meet and Greet at the start/ end of day • Visible progress leaders/ SLT at start/ end of day and during unstructured times • Teachers meet and greet at door



	<ul style="list-style-type: none"> • Graduated response • Everton In the Community • Brighter Horizons • Personal development Curriculum
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 • Consistent lesson transitions • Hillside STAR • Non-teaching Progress Leaders • Time Out support • Wellbeing Hub • Time out support • Follow Children at Risk of Exclusion (CARE) protocol where appropriate.
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 • 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 WBH and with CSA
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; ASD/ ADHD nurses, Occupational therapy, Physiotherapy, VENUS STAR Centre, YPAS, Alder Hey, ACE and Pinefields Complimentary Education • Lift access and wheelchair access • EVAC 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 • SEN review with parents each year



	<ul style="list-style-type: none"> • Three P2S reports homes • Parent engagement events • 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. • For the employment of classroom support assistants and HLTAs. • For the employment of class room assistants to run after school literacy intervention and after school clubs. • Development and delivery of personalised timetables • Wellbeing Hub provision and tuition • Access Room provision • Alternative provision • 1:1 tuition where appropriate • 1:1 CSA where higher needs or top up funding is provided by the local authority. • Provision of dedicated rooms such calm room, Wellbeing Hub, Access Room etc • Provision of home school liaison team • Targeted SEND CPD • Literacy intervention • Mathematics 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 LAC pupils in Wellbeing Hub with • Specialist tutors • Academic Mentors and Specialist intervention teachers to support LAC pupils.



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	<ul style="list-style-type: none">• Provide extra curricular experiential opportunities including educational visits• Access to extra-curricular activities• Staff CPD• LAC 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 2025	Completed by Rachel Miller September 2025