



HILL VIEW SCHOOL

SEND Policy and Information Report 2023-2024

Policy reviewed and adopted by LSC	
Review Frequency	Annually
Last Reviewed	
Next Review	
Responsible	Headteacher

Aims

Our SEND policy and information report aims to:

- Set out how Hill View School will support and make provision for learners with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

Supporting Diverse Learners at Hill View School

Hill View School caters to learners with specific needs, focusing on those with Social, Emotional, and Mental Health (SEMH) needs and/or Speech, Language and Communication Needs (SLCN). We believe in inclusion and strive to provide the best possible learning experience for every learner, regardless of their abilities or challenges.

Every Learner Included

All our learners have an Education, Health and Care Plan (EHCP) identifying them as having Special Educational Needs and Disabilities (SEND). At Hill View, we celebrate each learner's individuality and potential. Our goal is to foster their independence and well-being, promoting their development across all aspects – physical, mental, moral, cultural, spiritual, emotional, and social.

A Supportive Learning Environment

Our dedicated teachers are committed to creating a suitable learning environment for all learners. They're well-supported by a team of external professionals, ensuring every learner receives the specialised care they need.

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 Learner and Families Act 2014, which sets out schools' responsibilities for learners with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENDCCOs) and the SEND information report
- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:
 - Children and Families Act 2014
 - Equality Act 2010: advice for schools DfE Feb 2010
 - SEND Code of Practice 0 – 25 (30 April 2020)
 - Schools SEND Information Report Regulations (2014)
 - Statutory Guidance on Supporting learners at school with medical conditions DfE April 2014
 - The National Curriculum in England Key Stage 1-4 framework document: September 2014
 - Hill View Schools' policies for Safeguarding and Child Protection
 - Hill View Schools' Accessibility Plan
 - Teachers Standards 2021

This policy and SEND Information Report was created by the Senior Leadership Team through consultation with stakeholders and specialists from outside agencies including Educational Psychologists, Speech and Language Therapists and other outside agencies, who work with the school. It was shared and discussed with the Local Governing Board.

Definitions

A learner has SEND 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 for other learner or learners of the same age by mainstream schools.

Roles and Responsibilities

The Leadership Team

- Headteacher: Stu Lambert
- Deputy Headteacher: Tess Hargarve
- Assistant Headteacher:
- Assistant Headteacher:

The Leadership Team will work with The Oak Partnership Trust colleagues and the Local School Committee to determine the strategic development of the SEND policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual Hill View School learners.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high- quality teaching.
- Advise on the graduated approach to providing SEND support for all learners.
- Strategically deploy the school's delegated budget and other resources to meet learners' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned.
- Work with the LSC to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure effective practice is implemented to keep the records of all learners with SEND up to date.
- Be the identified designated teacher (Deputy Head) for looked after learners.

The Role of the Local Schools Committee

The named Governor responsible for SEND is Jan Nock.

The Local Schools Committee determines the school's general policy and is responsible for securing the necessary provision for any learner identified as having SEND. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these learners.

The Role of the SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Schools Committee on this.
- Work with the Headteacher and Leadership Team to determine the strategic development of the SEND policy and provision in the school.

The Role of the Headteacher

The Headteacher will:

- Work with the Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision at Hill View School.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The Role of Class Teachers

Each class teacher, instructor or key worker is responsible for:

- The progress and development of every learner in their class.
- Working closely with any support staff 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 Leadership Team to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Ensuring that interventions as detailed in the EHCP are delivered.

The Role of Support Staff

Support staff must work closely and cooperatively with teaching staff to implement Personal Learning Plans (PLPs) and deliver interventions for learners with SEND. They must carefully follow the advice and support plans of external professionals working with the learner(s) they support.

When supporting a learner, support staff should strive to establish strong links with the learner's family and contribute to an open dialogue between home and school.

While a learner with an allocation of 1:1 support will need significant input and support, staff should strive to provide periods of "distant support" where possible. This allows learners to maintain or develop independent learning skills.

Hill View School ensures that support staff have opportunities for continuing professional development (CPD) in a variety of areas through the PEAK programme. This ensures they are highly skilled members of staff, and that the school maximises their impact.

The Areas Of SEND That Are Provided For At Hill View School

Hill View School currently provides additional and/or different provision for a range of needs, including:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social, Emotional, and Mental Health Difficulties</p>	<p>May experience a wide range of social and emotional difficulties, which can manifest themselves in many ways.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Becoming withdrawn or isolated. • Displaying challenging, disruptive, or disturbing behaviour. <p>May reflect underlying mental health difficulties such as:</p> <ul style="list-style-type: none"> • anxiety or depression, including: self-harming, substance misuse, eating disorders, physical symptoms that are medically unexplained. <p>May have diagnosed conditions such as:</p> <ul style="list-style-type: none"> • Attention Deficit Disorder (ADD) • Attention Deficit Hyperactive Disorder (ADHD) and associated co- morbidities • Attachment difficulties • Relational / Developmental Trauma • Oppositional Defiance Disorder (ODD) • Conduct Disorder • Foetal Alcohol Syndrome (FAS) • Dysregulation of behaviour • Post-Traumatic Stress Disorder <p>May have been subject to neglect and abuse.</p> <p>May be involved in anti-social behaviour in the community and vulnerable to learner criminal exploitation or learner sexual exploitation.</p> <p>May be neuro-diverse</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speech, Language and Communication Needs</p>	<p>Learners with speech, language, and communication needs (SLCN) may have difficulty in the following areas:</p> <p><u>Attention and Interaction skills.</u> May have difficulties ignoring distractions. May need prompts to keep focused and stay on task. May have difficulties interacting with others. May be on the autistic spectrum, with difficulties around social interaction.</p> <p><u>Understanding and Receptive Language</u> May need visual cues. May have processing difficulties or delay in processing information. May need repetition and plain language, may have difficulty understanding what is being said to them.</p> <p><u>Speech and Expressive Language</u> May have difficulty in saying what they want to with limited vocabulary. May have limited grammatical and phonological development and awareness. Speech may be difficult to understand. The profile for every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the various aspects of speech, language, or social communication at various times of their lives.</p> <p><u>Social Communication Needs</u></p> <p>Autism and Asperger's - with or without a diagnosis</p>

At times there are associated needs that are related to the learners primary needs:

Sensory and/or Physical Needs	<p>May have a medical or genetic condition that could lead to difficulties with</p> <ul style="list-style-type: none"> • Gross/fine motor skills • Mobility • Visual / hearing impairment • Global deficit difficulties • Sensory Regulation • Multi-Sensory Sensitivity • Accessing the curriculum without adaptation • Toileting and self-care (enuresis and encopresis) • Avoidant Restrictive Food Intake Disorder (ARFID)
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning:</p> <p>Learning at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), dyslexia, dysgraphia, dyscalculia, and dyspraxia.</p>

Identifying Learners with SEND and Assessing their Needs at Hill View School

At Hill View School, we understand that many learners with Special Educational Needs and Disabilities (SEND) experience difficulties in various areas. We monitor the progress of all learners through termly learning progress meetings. If a learner shows a lack of progress despite high-quality teaching, the case will be discussed with the Class Teacher, external professionals and Senior Leadership Team.

Following the discussion, an agreed plan of action will be created and documented in the learner's Personal Learning Plan. This plan utilises all information gathered within the school, including learner progress, national data, and expected progress. It also incorporates high-quality and accurate formative assessment.

Teachers at Hill View School are continually observant of their learners' learning styles and progress. If a teacher notices a learner making less than expected progress, given their age and individual circumstances, as recommended by the 2014 Code of Practice, they will proactively seek to identify the cause. This could be characterised by:

- Progress significantly slower than peers starting from the same baseline.
- Failure to match or improve upon the learner's previous rate of progress.
- Failure to close the attainment gap between the learner and their peers.
- Supporting Early Intervention

Opportunities are offered for class teachers to discuss learners and refer learners of concern to the 'Success Team'. Additionally, regular meetings occur with the SLT to discuss learners who may require additional support. At Hill View School, we value parental involvement. Parent Carers have the right to request a closer look at their child's learning. We take all Parent Carer concerns seriously and address them in accordance with Trust policy. Often, concerns can be addressed through high-quality teaching or a collaborative approach involving Parent Carers.

Hill View School also recognises the need to look at the whole learner, which will include not just the special educational needs. We will also consider what is not SEND but may impact on a learner's progress and attainment.

The following areas may be discussed:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare, including contextual safeguarding issues
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Learner

Consulting and Involving Learners and Parents

All learners who are referred to Hill View School have a Personalised Learning Plan (PLP) which includes an individual risk assessment and an individual regulation/crisis plan to ensure their needs are met.

The PLP is completed with the learner, Parent Carer and when appropriate other external professionals or stakeholders. Hill View learners have a statutory review every year; this is called their Annual Review. They will have the opportunity to complete a ‘This is me’ form to record their views on difficulties, progress, and aspirations.

Learners who are looked after by the Local Authority under a full care order or a voluntary Care Order also have a Personal Education Plan. Reviews should be combined wherever possible to avoid duplication and ensure maximum contributions.

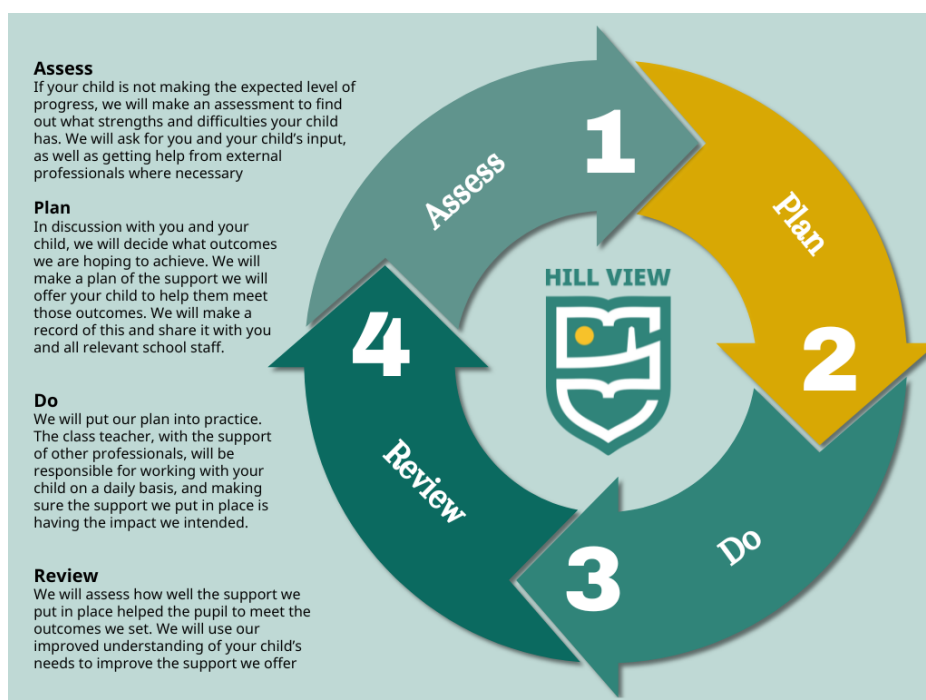
Hill View School will continue to maintain close, positive, and early contact with all parents

Parents will be:

- Encouraged to discuss any worries with the school.
- Invited to discuss the progress or concerns regarding their child.
- Kept informed of any additional provision which is being implemented.
- Invited to contribute to, or attend any reviews or meetings about their child.

Assessing and Reviewing Learners' Progress Towards Outcomes

Hill View School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.



Learners are identified and assessed on entry to the school and at regular intervals throughout their time at Hill View School. We make use of appropriate screening and assessment tools including National Curriculum data. We also take account of transfer information provided by the previous registered educational setting.

Learners and their progress are reviewed half termly, set targets and support implemented/adjusted where required.

Hill View School Leadership Team takes account of concerns raised by either the Parent Carer or by the teaching staff. The school maintains close liaison with external agencies to establish a SEND diagnosis and/or assessment of specific needs.

All teachers and support staff who work with the learner 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 learner's progress. More information about this can be found in Hill View School's Graduated Response document.

Our Approach to Teaching Learners with SEND

High quality teaching is our first step in responding to all Hill View School learners. This will be effectively differentiated for individual learners.

Teachers are responsible for the progress and development of all learners in their classes. They are trained to teach learners with additional needs and are responsible for making the curriculum accessible to all learners.

SLT are responsible for ensuring that:

- Staff understand a learner's needs.
- Staff are trained in meeting those needs.
- Staff have support in planning to meet a learner's needs.
- The quality of teaching for learners and provision across the school is efficiently managed.

SLT and The Success Team are responsible for organising interventions and approaches for learners either as a small group intervention or 1:1 interventions. Referrals to external agencies can also be made with parental consent.

Adaptations to the Curriculum and Learning Environment

Teachers, Therapists and HLTA's are responsible for planning lessons that are accessible to, and differentiated for, every learner. It is the staff's role to differentiate resources and activities to ensure all learners can access the learning.

Pre-teaching content or vocabulary

- Over-learning topics
- To provide specially targeted texts and resources appropriate for learners' reading ages
- To provide additional resources or materials
- To adapt and adjust resources and materials to make them accessible for learners with specific learning difficulties
- Small group or 1:1 intervention

GCSE Subject Choices and BTEC Vocational Courses

At Key stage 4 learners are guided through discussions with Parent Carers and staff to make choices that are appropriate to the aptitudes and preferences of learners. Careful guidance is given to

parents and learners during meetings with school staff. Learners are supported in making sure that their option choices are appropriate for their aptitudes, preferences, and ambitions.

Additional entry level, level 1 and 2 qualifications can also be studied to supplement study at GCSE and Functional skill level. We also work in partnership with other local educational establishments to provide alternative educational pathways for some of our learners.

Learners who may require access arrangements such as a scribe, reader or additional time for public examinations undergo a detailed assessment, in line with the guidelines produced by the exam boards at the end of year 9. Statutory guidelines for Access Arrangements state that the School must produce a 'picture of need' for all learners with an EHCP and/or diagnosed learning disability such as ADHD, ADD.

Ensuring a Smooth Transition: Partnerships for Post-Year 11 Success

Hill View School is committed to supporting in achieving a successful transition beyond Year 11. We recognise the importance of preparing learners for their future pathways, whether in further education, training, or employment.

To achieve this, we cultivate strong partnerships with a range of organisations, including:

Colleges: Through regular communication and collaboration with local colleges, we ensure learners are aware of the diverse range of courses and support services available. We also facilitate college visits and taster sessions to provide learners with firsthand experience of further education settings.

Employers: We actively build connections with local employers to explore potential apprenticeship opportunities and work placements. This allows learners to gain valuable work experience and develop employability skills while still at school.

Training Providers: We partner with training providers offering vocational qualifications and skills programs relevant to learners' interests and aspirations. These partnerships provide alternative pathways for learners to develop their skills and qualifications.

Other Providers: We collaborate with various other providers, such as careers advisors and supported housing services, to offer comprehensive support as our learners prepare for their next steps.

Through these collaborative efforts, we equip learners with the knowledge, skills, and confidence they need to navigate the transition process effectively and achieve success in their chosen post-Year 11 pathways.

Expertise and Training of Staff (PEAK)

Hill View School's PEAK CPD program forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the learners. The PEAK program includes but not limited to:

- CPI Training (Improve relational approaches, Set a positive culture for behaviours, Prevent escalating behaviours, Intervene and de-escalate risk Reduce or eliminate use of restrictive practices)
- Trauma Informed Approach
- Bounce/SEMH Toolkit (Child Therapy Service) – version of the Zones of regulation and the Incredible 5 point scale approaches
- SEMH thematic training

- PACE
- Social Communication
- Speech and Language
- Occupational Therapy
- SPD
- Attachment Aware
- Emotional Coaching
- Relational Approach
- Adaptive Teaching
- Social Stories
- EBSA
- Nurture
- SEND
- Safeguarding
- Curriculum (to include a GCSE pathway)
- A range of therapeutic interventions relevant to key staff (Lego therapy, ELSA etc..)

Physical Intervention Training

Hill View School will be using the Crisis Prevention Approach (CPI) and key staff have been trained as instructors for the school.

CPI Guiding Philosophy

CARE

Respect, dignity, empathy, person-centred



WELFARE

Maintaining independence, choice, and well-being



SAFETY

Protecting rights and minimising harm



SECURITY

Safe, effective, harmonious, and collaborative relationships



Staff are annually trained to use CPI Preventative Interventions as well as disengagements and holds which are used as a last resort, to prevent learners from hurting themselves or others; causing disorder and damaging property.

Crisis Prevention Institute Training

The CPI Safety Intervention training focuses on prevention and teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. This training is certified by Bild-ACT under the Restraint Reduction Network Training Standards.

Safety Intervention Foundation training incorporates trauma-informed and person-centered approaches. All Hill View staff receive training from two in-house accredited trainers. This training is part of the Hill View School staff induction program (PEAK) and involves 2 days of training which covers the following:

- Trauma-informed training.
- Prevention and verbal de-escalation skills.
- Disengagement safety techniques.
- Risk assessment framework.
- Physical intervention techniques.

All staff receive a CPI Blue Card once they successfully complete this training, which is updated each year. Throughout the school year staff undertake refresher training which takes place during PEAK sessions. This is recorded within individual staff CPD records.

Safeguarding training

Staff undertake an ongoing program of Safeguarding training and renew Basic Safeguarding annually. Safeguarding bulletins are sent out to all staff every fortnight to provide an up to dated CPD that is specific to the current contextual and identified needs of the school.

The Designated Safeguarding Lead for Hill View School is Stu Lambert and the Deputy Designated Safeguarding Lead is Tess Hargrave.

The DSL and DDSL will be able to offer advice as well as to liaise with statutory agencies where there are concerns about a learner's welfare.

First Aider Training

Key staff have undertaken First Aid training to provide immediate response to common first aid situations.

Evaluating the Effectiveness of SEND Provision

We believe that the education of learners is a partnership between Parent Carers and Hill View School. A culture of co-operation between all stakeholders is important in enabling learners with special educational needs to achieve their full potential.

Meetings and discussions with Parent Carers are encouraged in the following ways:

- Progress Reviews and Personal Learning Plans, in which regular assessment information is sent home.
- Parental meetings: Parents Carers are invited to meet with teachers and on some occasions the Senior Leadership Team to discuss a learner's progress and how we can further support you and your learner.
- ECHP Annual Review meeting. The Annual Review will take place annually which is an in depth look at progress and well-being at school through the lens of a learners provision and short/long term targets.
- Progress meetings: Parent Carers will be invited to meetings to discuss the progress of specific objectives.
- Reviewing the impact of interventions and sharing this information with learner, Parent Carers, and wider stakeholders
- Use of stakeholder surveys

We actively encourage our parents/carers to pick up the phone, ring, or email us to ensure we are aware of any emerging issues. We are therefore able to respond appropriately and immediately.

How accessible is Hill View School?

Hill View School, in line with its duty under the Disability Discrimination Act, as amended by the SEND and Disability Act 2001, has an accessibility plan which clearly outlines its commitment to improving the accessibility of the school site.

For more information about the accessibility of Hill View School please see the accessibility policy.

Supporting Learners with Medical Needs

Hill View School recognises that learners at school with medical conditions should be effectively supported so that they have full access to education, including school trips and physical education. In these circumstances we refer to the document '**Supporting learners at school with medical conditions**' dated December 2015 for guidance. Some learners with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Arrangements for learners with Medical Conditions are made on an individual basis. When Hill View School is first informed about a medical condition, the learners PLP is updated and/or protocol may be drawn up with Parent Carers and medical professionals, as described in our Supporting Learners with Medical Conditions policy. This plan is a 'living document' and will be reviewed at least annually to ensure that it remains accurate.

The qualified first aid staff in school are responsible for medications unless otherwise identified for specific learners. For further information please see the Supporting Learner with Medical Conditions policy on our school website.

Support for Improving Emotional and Social Development

Emotional Literacy is a key area of focus across Hill View School.

We understand that at times the learners within our school community present a range of crisis/distress behaviours that might affect their progress, wellbeing and the safety of themselves and others. For several of our learners this behaviour can be a barrier to learning and to their success beyond their time at Hill View School.

We also know that learners present behaviours that are worthy of praise, celebration, and positive reinforcement.

We know that behaviours are:

- A means of communication
- Learned because of interaction with their environment
- Functional in that challenging behaviour is often a result of learners' attempts to get their basic needs met.

Our Relational Behaviour Policy underpins our **belief that it is important to foster positive connections with our learners.**

We achieve this by:

- **Noticing and celebrating strengths:** We go beyond simply noticing "good behaviour" and focus on highlighting individual strengths and positive contributions. This could be following classroom rules, helping a classmate, or demonstrating perseverance during a challenging task.
- **Building relationships:** We prioritise building genuine relationships with each learner. This allows us to understand their unique needs and preferences when it comes to praise.

- **Individualised Feedback:** We tailor our praise to be specific, descriptive, and genuine. For learners who find traditional praise challenging, we offer discreet, non-verbal forms of recognition, such as a thumbs-up, a smile, or positive eye contact.

This approach ensures that all learners feel seen, valued, and motivated to continue making positive choices, fostering a safe and supportive learning environment.

A whole school approach ensures that all members of staff are responsible for supporting the behaviour of learners across the school. We believe that building relationships is everybody's responsibility. **Hill View School staff understand that emotional growth takes time.** We recognise that learners may initially resist our kindness and empathy. This doesn't diminish the value of our approach. It simply means they might be struggling or haven't yet had enough positive experiences to build a secure sense of self. By consistently offering kindness and understanding, we plant seeds for future emotional well-being. These seeds may not sprout overnight, but with persistent nurturing, they will blossom into a foundation for positive self-perception and emotional regulation.

Collaboration with External Agencies

At Hill View School, we believe in a collaborative approach to supporting learners with Special Educational Needs and Disabilities (SEND). We work closely with a range of external agencies to ensure all learners receive the most effective support to meet their individual needs. These agencies may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Social Care Services
- Health Professionals (e.g., Paediatricians, Community Mental Health Teams)
- Police

We share information and expertise with these agencies to develop comprehensive support plans for our learners. This collaborative approach ensures a holistic and coordinated effort in supporting their learning, development, and well-being.

Complaints about SEND Provision

Complaints about SEND at Hill View School will be resolved as set out in our Complaints Policy. If you have a concern that you feel should be considered by the Senior Leadership Team, please do make contact straight away. It is usually best to discuss the problem face to face. It is best to make an appointment by contacting the main office on xxxxxxxxxx.