

SEND INFORMATION REPORT – Hillsview Academy Reviewed May 2018

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1. The kinds of special educational needs that are provided for

Hillsview Academy is a smaller than average mainstream school with a learning support department. The learning support department has 4 key areas – Cognition and learning (MLD, SPLD), Communication and Interaction (ASD, SLCN), Social, emotional and mental health (including ADHD and Eating Disorders) and Curriculum access, including access to those with sensory and/or physical needs. The Academy is housed in a modern building with full accessibility.

The building is equipped with a lift and wide doorframes and corridors making it fully accessible for wheelchair users. Some classrooms are fitted with hearing loop equipment. There are disabled changing and toilet facilities.

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)

Students are identified through one of the following routes:

- On transition from previous school
- screening tests used for all students – eg CATs, Reading Tests,
- Maths / English KS2 levels
- Referral from staff in school requesting assessment /support

SENDCO is Kris Pearson – 01642 454577.

3. Arrangements for consulting parents of children with SEND and involving them in their child's education

Progress will be reported through academic progress checks and reports. Half-termly, progress towards personal targets will be reviewed and parents informed.

Parents can contact key Lead Learning Support Assistants or the SENDCO to discuss SEND provision, however the first point of liaison between school / parents and carers will be the student manager attached to the student's year group. For students requiring additional support, regular meetings will be held with parents giving them opportunity to ask any questions and raise any concerns they may have. From time to time, the school may invite groups of parents into school to take part in training activities / information sessions. Students' academic progress will be monitored through progress checks.

4. Arrangements for consulting young people with SEND and involving them in their education

Students will be consulted annually through questionnaires, and during termly meetings with Lead LSAs.

5. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Students will be assessed at the end of a particular round of intervention (usually half-termly). All students' progress will be assessed termly. In a minority of cases, particularly where a CAF has been initiated, short-term targets may be reviewed more regularly.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Visits are made to feeder primary schools to gather information about all students, including those with SEND. Some students will be identified as being likely to benefit from additional transition visits. The Academy work with careers services to help students plan for post 16 education and training. The school will facilitate additional transition visits to these providers.

7. The approach to teaching children and young people with SEND

All students will follow the National Curriculum; however, in some circumstances this will be modified to meet a student's personal needs through interventions.

Differentiation takes place in various forms. There are a series of 'Wave 1' interventions, which the teacher can put in place in the classroom. Some further 'wave 2' interventions will be carried out by LSAs inside or outside the classroom. 'Wave 3' interventions will usually be on an individual level. For details of the interventions, please discuss with the SENDCo. There is also a 'provision map' available on request.

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Adaptations are made through 'Wave 1' interventions (Please see 7). The SENDCo is responsible for communicating a student's SEND to staff. Teachers and LSAs are expected to make adaptations to their lesson and learning resources, which is monitored through learning walks and performance management.

9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

The Academy accesses the services of a variety of specialist staff. These include Educational Psychologist; Specialist Teaching Service for SPLD; Specialist Teaching Service for ASC; The Link; The Junction; Fairbridge and CAMHS.

All staff have access to regular training opportunities around SEND. Staff have recently accessed training on SLCN, ADHD, and ASC.

10. Evaluating the effectiveness of the provision made for children and young people with SEND

Progress of interventions monitored at the end of each round. Progress towards targets in core subjects is monitored termly. Learning walks carried out within school to look at differentiation in the classroom, along with learning enquiries to monitor the progress of individual SEND students will contribute to the department evaluation.

11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Hillsview is a mainstream, inclusive academy. There is a support centre, and a minority of students have full time access to the support centre, however an exit strategy is always in place and opportunity to access mainstream are planned for these individuals

12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

All students have a director of progress and student support manager. Students are members of their year tutor groups and attend assemblies as well as following a PSHCEE course with all students. In addition, emotional, social, and mental health support is available for identified students on an individual basis. A 'safe haven' is available at unstructured times, where students can talk to members of the learning support team. The Academy operates a zero tolerance approach to bullying, and student support managers will deal with reported incidents.

13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The Academy accesses the services of a variety of specialist staff. These include Educational Psychologist; Specialist Teaching Service for a specific learning difficulty or a moderate learning difficulty; Specialist Teaching Service for ASC; The Link; The Junction; Educ8; CAMHS and School Nurse.

14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the first instance, any concerns about SEND provision should be raised with the SENDCo. If a parent wishes to make a complaint following this, the complaint will be dealt with by the Principal initially. If the parent is not satisfied with the outcome, the complaint will be dealt with by the board of governors. Please refer to whole school complaints policy for further information.