

Hillcrest School

SEN Information Report (JUNE '16)

	Questions	School Response
1	What kinds of special educational needs does Hillcrest make provision for?	<p>Hillcrest is a special school and as such an Education, Health & Care Plan (EHCP), or statement of special educational needs if the child received one before 2014, is a condition of entry to the school. The exact nature of a child's special educational needs will have been identified through the formal assessment procedure by a range of professionals such as educational psychologists and specialist teachers prior to the formulation of an EHCP. Hillcrest caters for students between the ages of 11 and 19 and have provision to meet the needs of children with complex learning difficulties this includes:</p> <ul style="list-style-type: none"> • Moderate, severe, and multiple learning difficulties(MLD, SLD) • Autistic Spectrum Disorder (ASD) • Speech and Language Communication Needs (SLCN) • Physical Disabilities (PD) • Social emotional and Mental Health (SEMH) <p>In addition Hillcrest pupils may have one or more of the following:</p> <p>ADHD, Visual Impairment, Hearing Impairment, Sensory integration difficulties, Tourette's Syndrome, Epilepsy, cerebral palsy.</p> <p>Discussions about your child's development and/or progress can be raised at any time and we encourage open-door communication between parents and staff.</p>

2	How does a child get a place at Hillcrest?	<p>If you wish to enquire about applying for a place at the school then contact the school office to book a tour of the school with the Senior Leadership Team. This gives parents the opportunity to discuss their child and provision available.</p> <p>New admissions to our School will either have an Education Health Care Plan or be undergoing the statutory process towards such. Northumberland County Council is the Admissions Authority for Hillcrest and parents/carers interested in a place for their child should consult with the SEN Section at County Hall, Morpeth.</p>
3	How will Hillcrest staff support my child/young person?	<p>Support begins prior to entry to the school with a comprehensive and personalised induction programme that involves parents. We are keenly aware that parents are going through their own transition too. Home visits are made before students start in year 7. Particular support needs are picked up at this stage and can be arranged before the start of Year 7.</p> <p>Each student in the school is in receipt of an EHCP or statement of special educational needs. This legal document details the provision that must be delivered for each student and it is from this document that we plan our offer.</p> <p>Each student in the school has a 'Pupil Profile' which is a central document that seeks to reflect the needs of each student and the outcomes from the EHCP that are being worked on, including the intervention required.</p> <p>Class sizes range from 5 to 10 students. In addition to the class teacher every class group has at least one Teaching Assistants and in most instances 2. This helps to ensure that all students receive an appropriate balance of whole class, small-group and individual teaching.</p> <p>The board of governors drive the strategic direction of the school and they are responsible for ensuring that the school is compliant with all mandatory policies. They also, crucially, hold the senior leadership team of the school to account for the effective performance and improvement of the school.</p>

4	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>Staff/student ratios are small enough to ensure that we can offer a curriculum that is well differentiated and specific to the needs of each student. The 'Pupil Profile' detailed above ensures that all staff are aware of each student's specific requirements. For example, targets for speech and language therapy will be on the 'Pupil Profile', if applicable, so staff in lessons can consolidate the work done by therapists.</p> <p>The pupils are taught primarily by their form teacher. The curriculum is split into 7 key areas: CLL- communication, language and literacy, PSRN-problem solving, reasoning and numeracy, PPSSED- Physical, personal, social and emotional development, KUW- Knowledge and understanding of the world, FUNC-Functionality, EAD- Expressive art and design, ITC-Information Technology & computing.</p> <p>Some KS4 students spend a day a week at alternative provision providers where they choose to study a number of different vocational options, including hairdressing and construction</p> <p>In addition KS4 and Sixth-Form are doing the Duke of Edinburgh Award Scheme and Functional Maths and Literacy. This supports them in working towards GCSEs in the future.</p> <p>Sixth-Formers have the opportunity to do work experience placements, Arts Award and preparation for adulthood.</p>
5.	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>In addition to the termly parents' consultation evenings and one annual review per year the school operates an open-door policy for parents. The staff are in frequent contact with parents via phone but in some cases this may also be through e-mail or when a child is collected from school. Some students have Home School Diaries if required.</p> <p>More formal meetings are easily arranged by contacting the school office.</p> <p>The 'Pupil Profile' is your first reference document when deciding how best to support your child's learning. Curriculum overviews are sent home on a half termly basis which outlines topics and work</p>

		<p>that will be covered so that learning can be supported at home.</p> <p>We also find tracking the holistic and behaviour progress of our learners really useful. We use two tools to achieve this. The first being the integration tracker-this being a tool to identify when learners are meeting a mainstream expectation. The second is the analysis of pupil behaviour records throughout the year and these can be analysed and used in many ways to support the development and progression of the learner.</p> <p>We assess the academic progress of our students using iASEND- a live digital platform that enables accurate assessment and tracking of progress in English, maths, science and computing. iASEND follows the expectations of the National Curriculum but rather than looking at specifically meeting content coverage it looks at the depth and functionality of the learning that is taking place. iASEND usefully allows the analysis of pupil data in cohorts of similar difficulty, so we can compare the attainment and progress of our pupils with a wider population of pupils with difficulties of similar type and severity (benchmarking and moderation). The progress of learners is tracked on our flight paths wall so we are able to visually check that pupils are remaining on the correct trajectory.</p>
6	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>We pride ourselves on the pastoral system in the school. Every form tutor is at the heart of effective pastoral care and support, they are able to ensure the wellbeing of every learner is met. In addition the school employs an HLTA who works with students to provide emotional literacy support and specific identified interventions. We have a pastoral manager in school who regularly identifies and tasks support for those learners who require it. Our pastoral manager is also the key liaison officer between the range of professionals working with individual children.</p> <p>Some of the learners have specific medical requirements and we ensure staff are sufficiently trained to be able to monitor and support these learners need. Some of our children also receive regular medication whilst in school and we have a specific policy and procedure to cover this.</p> <p>On site we have all our support staff trained in first aid.</p> <p>We have strong working relationships and regular liaison with a range of fellow professionals such</p>

		as; speech and language therapists, occupational therapists, community psychiatric nurses, social workers, intensive support teams and education welfare officers. We also see the benefit, in addition, to work closely with the specialist teachers for both hearing and visual impairment.
7	What specialist services and expertise are available at or accessed by Hillcrest?	<p>All of our staff, including support and administrative staff, have had specialist training and quality ongoing professional development. Some teachers, in addition to their teaching qualification, have a further qualification such as a Masters degree or specialist qualifications.</p> <p>All staff working with students benefit from regular training on the specialist skills necessary for working with children with special educational needs and disabilities.</p> <p>In addition we have a speech and language therapist based at the school for an afternoon each week.</p> <p>Other professionals such as educational psychologists and CPN visit the school on request or when they are the named care co-ordinator for the student.</p>
8	What training are the staff supporting children and young people with SEND had or are having?	<p>All staff benefit from the five INSET days each year that focus on the development priorities of the school. Lately these have focused on areas such as Attachment, Lego therapy, conversational skills, Autism, Literacy Interventions, Epilepsy and Diabetes.</p> <p>Further training has been provided, and is planned, in the area of Speech, language and communication. An ELKLAN qualification will be delivered over 10 weeks, starting September 2016.</p> <p>All staff have mandatory training in Team-Teach.</p>
9	How will my child/young person be included in activities outside the classroom including school	<p>Trips that are planned to enhance the learning experience in a particular subject or offer some more breadth to school life, such as residential trips, are planned with all students in mind. Additional support may be required to enable some students to take part, but that is a standard part of the planning process and is carefully risk-assessed.</p>

	trips?	<p>A sports after school club runs weekly on Tuesday evenings. Transport home may be available as Hillcrest do not want any children excluded as they have no means of getting home.</p> <p>There is also an afterschool club for students with Pupil Premium and is designed to give opportunities and life skills that they may not have the opportunity to experience in their home environment. We have identified two areas to focus on:</p> <p>A Sports and Nutrition group for students that may benefit from the knowledge of maintaining a healthy lifestyle through exercise and appropriate healthy eating.</p> <p>An Enrichment group giving students the opportunity to develop friendships, life skills in a fun and secure environment.</p> <p>We run an annual residential trip to Beadnell.</p>
10	How accessible is the Hillcrest site?	<p>Since 2013 the school has undertaken an extensive program of extending and improving its premises/facilities to ensure the changing needs of its pupil population are met. There have been major building projects creating new classrooms, a hygiene room, and an intervention room.</p> <p>A new sixth form lodge is accessible to wheelchair users.</p> <p>The school grounds have also been improved with new climbing and play equipment on the field and yard area.</p> <p>There are four toilets in the main building and changing facilities that are accessible to wheelchair users.</p> <p>Further information in the School Access plan.</p>
11	How will Hillcrest prepare	As detailed above students and parents enjoy a comprehensive, personalised induction that begins

	<p>and support my child/young person to join the school, transfer to a new setting/school/college or the next stage of education and life?</p>	<p>as soon as possible after admission to the school has been agreed. It is accepted that some students may require significant preparation for transfer into Year 7 and the school is very flexible to ensure that this is successful.</p> <p>If a student transfers outside of the regular transition cycle, i.e. mid-year, then a personalised programme is constructed, especially if that student has been out of school for some time.</p> <p>The school has a number of strategies to prepare Hillcrest students for the inevitable transition out of school. Initially this is achieved via our college link programme. This allows both students and parents to understand what colleges can do to meet their needs and reassures both that FE colleges are suitable destinations either at Year 12 or post-Sixth Form.</p> <p>Transition reviews are obviously undertaken annually from Year 9 onwards and the school hosts a careers evening each year. This event allows parents to access as much information as possible in one place. Once a place is secured we will work closely with the provider to ensure that they have the information necessary to make the transition successful. This involves students attending induction sessions at colleges, college staff visiting us to see the students here and discussing successful strategies with Hillcrest staff.</p>
12	<p>How are Hillcrest's resources allocated and matched to children's/young people's special educational needs?</p>	<p>The school is funded in a way that is different to mainstream schools so individual students do not have specific hours of TA support allocated to them as a matter of course. Instead, the entire school is organised to ensure that students can be independent without resorting to individual TA support for each student which would be unnecessary. There is 1-1 support for students who require this.</p> <p>Given the rationale above there are students who are in receipt of free school meals and, as such, bring additional money in to the school in the form of the Pupil Premium. Decisions about how this is spent and the accountability for its effectiveness rests with Andrea Mead, Head teacher. Our annual report on the spending and effectiveness of our Pupil Premium provision can be found on our school website.</p>

		Occasionally individual students may have allocated support for, for example, speech and language therapy, OT or physiotherapy support.
13	How will my child's health and well being be supported?	<p>For students to reach their full academic potential and be able to achieve they need to feel safe and secure in school. Nurture is a huge part of what makes Hillcrest special. Each day the school starts with class breakfast and focus session. This allows any issues to be immediately addressed.</p> <p>We have an HLTA, who delivers emotional literacy support to students who require it. This can also include friendship groups, bereavement, loss, instability at home, talking therapies and anti-bullying work.</p> <p>Our Pastoral Manager is our link between CYPS , Social Services and other link professionals to ensure our students have planned team approach to ensure needs are fully met.</p>
14	How is the decision made about what type and how much support my child/young person will receive?	<p>Each student's EHCP or statement of special educational needs will dictate the minimum level of support to be provided. It is then decided by the school how best to organise our learning environment to ensure that all of our students can have their needs met.</p> <p>Where there is a sense that further, individual support is required in some form this will usually be discussed via an annual review. Annual reviews can be held at any time of the year if it thought that the need to secure further support is particularly urgent. This may require negotiation and/or discussion with the local authority.</p>
15	How are parents involved in the school? How does school support families?	<p>The school believes that strong parental engagement lies at the heart of good progress for children. We encourage this in a number of ways:</p> <ul style="list-style-type: none"> • Attendance at your child's annual review and parents' evenings • Contributing to the construction and review of Pupils Profiles • Involvement in the Friends of Hillcrest • Becoming a governor • Attendance at coffee mornings to meet other parents and talk more informally over issues • Completion of the annual parents' questionnaire

		<p>Kath Harrison is the named person for parent support in school and part of her role is to do home visits to support parents.</p> <p>School runs training sessions for parents. These have included phonics and e safety.</p>
16	Who can I contact for further information?	<p>Each student has a form tutor who is responsible for overseeing their pastoral care. They are the first point of contact for welfare matters. If a concern is about a specific subject then the teacher of that class should be approached in the first instance.</p> <p>If the concern is about a child's safety then contact should be made with one of the Designated Safeguarding Leads (DSLs). There are two in the school: Andrea Mead (Head teacher) and Mark Phillips (Deputy Head teacher).</p> <p>If you require any further information about Hillcrest school do not hesitate to contact: Andrea Mead Head teacher Hillcrest School East View Avenue Cramlington NE23 1DY Tel: 01670 713632 Email: admin@hillcrest.northumberland.sch.uk</p>