



SEND Information Report 2023-2024

Date Policy due to be reviewed: July 2024

Committee Responsible for Policy: Full Governing Body

SEND Information Report: 2023-2024

Contents:

[Hillcrest School and Sixth Form Aims](#)

[What is SEND?](#)

[Legislation and guidance](#)

[How does Hillcrest identify SEND?](#)

[Roles and Responsibilities:](#)

- [The SENDCo Designate is Mrs. C Jacobs: She will:](#)
- [The SEND Associate Governor is: She will:](#)
- [The Headteacher is Ms. J Davies. She will:](#)
- [Teachers and Form Tutors are responsible for:](#)

[Arrangements for consulting with young people with SEND](#)

- [A table which outlines the kinds of special educational needs](#)

[Students with an Education, Health and Care Plan](#)

[Assessment, monitoring and reviewing progress](#)

[Arrangements for consulting with parents](#)

[Personal Development: Improving emotional and social development](#)

[Transition and Preparation for Adulthood](#)

[Sixth Form SEND Support](#)

[Monitoring SEND Arrangements: SEND Information Report](#)

[Expertise and training](#)

[SENDCo Contact Details](#)

[Glossary of terms](#)

Hillcrest Aims: Special Educational Needs and/or Disabilities (SEND)

At Hillcrest School and Sixth Form Centre, our aim is to provide all students with the support they require, to achieve their potential. We promote - and succeed - in creating an ethos of inclusivity in all of our students' learning journeys. With high, aspirational expectations, we employ a combination of academic and holistic approaches, to ensure our students strive for their future ambitions.

Regardless of their individual starting points, we prepare all of our students for adulthood and life beyond the Academy; SEND students have appropriate equal opportunities to learning, and wider extra-curricular activities, with all necessary adaptations and reasonable adjustments made, to reduce barriers and enable success.

*Every teacher is a teacher of every child or young person, including those with SEND.
(SEND Code of Practice, 2015)*

What is SEND?

A student has been identified as SEND as they have a learning difficulty, access barrier or disability which calls for special educational provision to be made for them, above the usual universal offer.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age, in mainstream settings.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age, by mainstream schools.

Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015, and the following legislation:

- Part 3 of the *Children and Families Act 2014*, which sets out schools' responsibilities for students with SEN and disabilities
- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

How does Hillcrest identify SEND?

As part of Hillcrest's transition process, students with SEND are identified through their application. Once SEND needs are declared, key staff from the Learner Support/Pastoral teams, liaise with parents and previous schools, to ensure a smooth transition into Hillcrest.

On arrival into year 7, all students undertake base line assessments (GL Assessments) that determine their current learning ability, across the curriculum subjects. Data and information from these assessments can provide indicators for young people with potential cognition and learning needs or a reading age significantly below their chronological age. Where this need is identified through data, the HLTAs – under the direction of the SENDCo - begin the *graduated approach* process; gaining additional information from parents, previous schools and their current subject teachers. If at this point the information suggests that there is a SEND need, students will be allocated onto the SEND register and relevant provision/interventions offered, to enable broader access to learning and ultimately, improved progress – parents and students are consulted with, throughout this process.

Students on the SEND register continue to be monitored by their teachers and tutors, who regularly update the SEND team with any changes or further access information. The SENDCo tracks and monitors targeted provision, using Hillcrest's Provision Map and also works alongside with the College Leaders, Senior Learning Mentor, subject teachers and Attendance Officer; tracking progress, attendance on BromCom.

The SENDCo regularly leads whole school SEND training and student update briefings. If staff have any concerns regarding a student's access to learning, they can communicate directly with the SEND team during these sessions, via the Learner Support team email address and/or complete a '4+1' referral form, to raise their concerns. This information is monitored by the HLTAs and all actions are taken, under the direction of the SENDCo.

Roles and Responsibilities

The SENDCo Designate is Mrs. C Jacobs: She will:

- Work with the Headteacher and SEND Associate Governor, 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 provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the appointed contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and exam access arrangements
- Ensure the school keeps the records of all students with SEND up to date

The SEND Associate Governor is Miss D McIlmurray: She will:

- Help to raise awareness of SEND issues at governing board meetings
- Support the SENDCo in monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher is Ms. J Davies: She will:

- Work with the SENDCo and SEND Associate governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teachers and Form Tutors are responsible for:

- The progress and development of every student in their allocated classes
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Proactively working with the SENDCo to provide feedback and review students' progress and development, and contribute to any changes to provision
- Ensuring they follow the SEND policy

Arrangements for consulting with young people with SEND

Each student identified as having a special educational need and/or disability, work with specialist SEND staff to produce a **person-centred** One Page Profile.

The form is titled 'One Page Profile' and is for 'Aston University Engineering Academy'. It includes a 'Name' field, a 'Date of birth' field, and a 'Year group' field. The 'What I like / Achieve about myself' section has checkboxes for: 'I am a hardworking person', 'I have good time keeping skills', 'I enjoy going for a walk each day to give my mind a break', 'I like to read novels', 'I have a lot of interest in maths related subjects', and 'I would like to be an independent person'. The 'Things that you struggle with / What you find difficult to do' section has checkboxes for: 'I find it easy writing, I do require additional help and support in this area to enable me to develop my skills further', 'I find it difficult to read aloud in front of my peers as I tend to get very nervous and self-conscious', 'I would like to be part of a team in class', and 'I enjoy learning and want to make good progress'. The 'Ways of supporting me...' sections contain text boxes for students to describe their needs and preferences. The 'What has worked well' section has a text box for students to describe what has helped them.

This process is completed in consultation with the student, parent, key staff and any relevant agencies, to ensure there is a bespoke and accurate approach to supporting SEND needs.

The document is stored securely in the whole school Provision Map and accessed by school staff, via Class Charts. It provides strategic 'access to learning' strategies/guidance, with the young person's voice and views, at the centre of its production.

The One Page Profile is reviewed termly as we gain further understanding of the students' needs and potential for supportive adaptations. It is created in consultation with, and shared to, parents. We ensure there is a copy made available to parents via email and any provision(s) allocated to individual students is discussed/updated during Parent/Carer Evenings, throughout the academic year.

HLTAs work closely with the SENDCo, as an additional key communication link, between the parents of students with SEND, and Hillcrest staff. They ensure that the parent voice and student voice is heard explicitly throughout the process of Person-centred reviewing (One Page Profile) and any necessary provision adaptations.

Where applicable to the student, we provide provision such as:

- In-class TA support
- Mentoring/Intervention
- Specialist Agency support
- Exam Access Arrangements
- Personalised resources



Below is a table which outlines the **kinds of special educational needs** the school makes provision for and examples of what this provision may include:

	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
Examples of SEND need:	Specific Learning Needs e.g. Dyslexia, Dyscalculia, poor working memory, poor comprehension skills & difficulties with reading, writing or spelling.	Physical disabilities e.g. hearing impairment, visual impairment, Multiple Sclerosis, Cerebral Palsy.	Autism Spectrum Condition, speech, language and communication needs including; difficulties in understanding spoken language, difficulties in producing spoken or written language.	Wide range of social and/or emotional difficulties e.g. anxiety, depression, eating disorders, emotional regulation, Trauma. ADHD, ADD, ODD.
Universal support: Wave 1 (Examples)	High quality teaching, adaptations of tasks, adjusting the pace of the lessons, environmental support, writing frames, tick lists, thinking time, coloured resources, SEND first careers programme	High quality teaching, managing the pace of learning, adjusting students seating position in class, pre-tutored resources, access to RNIB Bookshare, SEND first careers programme	'Making Sense of Autism' AET staff training, teachers to establish and maintain routines, task sheets to ensure organisation of work, clear and consistent expectations, paired/small group work for language and social skills. SEND first careers programme	Non-teaching College Leaders, time out, appropriate seating position within the class, PSHRE/Life Skills sessions lead by Form Tutors, behaviour policy and Home/School Agreement, Enrichment Days, SEND first careers programme
Targeted support: Wave 2 (Examples)	Literacy/Numeracy support - small group or 1:1 core subject intervention (Using The National Curriculum Continuum resources) Lexia Booster, use of reading pen, word processor, Precision teaching and/or Reciprocal Reading, access to university enabling teams and Access to Work careers support.	Support, resources and provision to be provided in accordance with individual Management Plans. Examination arrangements, modified papers, 1-1 mentoring, leave early pass, lift access, medical plan, IT equipment, access to University enabling teams and Access to Work careers support.	1:1 Social Communication interventions including, dedicated HLTA for ASC need, Lego Therapy, Picture News, Talkabout for Teenagers programme, Access to University enabling teams and Access to Work careers support.	Time-out pass, Place 2Talk, College Leader mentoring, Talkabout for Teenagers programme, Sixth Form College Leader Mentoring, Senior Learning Mentor sessions, doodle books, fidget toy, time-out pass, access to University enabling teams and Access to Work careers support.
Specialist support: Wave 3	Educational Psychologist, Pupil & School Support Service (PSS). SENAR	Visual Impairment teacher, Hearing Impairment teacher, Occupational Therapy, SENAR	Communication & Autism Team (CAT) – working in school on 1:1 sessions with specific students who have a diagnosis of Autism Spectrum Condition or SLCN. SALT	Place 2B Counselling Programme, 1:1 sessions with identified students, School Nurse, Early Help

Students with an Education, Health and Care Plan

Students with an Education, Health and Care Plan (EHCP) have individualised support, in accordance with the provision outlined in their supporting EHCP document (e.g. Section F). Their provision is assessed regularly, by key stake holders – explicitly, during their Annual Review.

At Hillcrest, students are placed into ‘waves of support’ (1-4) Wave 4 is the highest needs and each have an EHCP. Every Wave 4 student produces a One Page Profile with specialist Learner Support staff, and they are also allocated a HLTA , as their ‘key person’. Their key person is the first point of contact with regards to transition, destination, Preparation for Adulthood and also supporting accessing learning, throughout their time at the academy. Each SEND key person works under the guidance of the SENDCo, to ensure that all subject staff, specialist agents and parents/carers communicate seamlessly and ensure the young person receives the necessary adjustments outlined, during their time at Hillcrest.

Hillcrest works in partnership with parents and outside agencies to ensure that students receive the necessary equipment and support to facilitate learning – Access to Education, Birmingham Local Authority.

Assessment, monitoring and reviewing progress

We will assess each student’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Parents have the opportunity to communicate with subject teachers, College Leaders, Form Tutors and Learner Support staff, during transition events, Parent/Carer evenings and SEND coffee mornings. These calendar events ensure that parents and students are included as part of the assessment and reviewing process.

In order to help us to evaluate the effectiveness of our SEND Provision, we follow the *graduated approach* and the four-part cycle: assess, plan, do, review. The SENDCo and Senior Leaders monitor the effectiveness of the different provision/interventions that are offered, through the tracking of student progress alongside attendance, effort and attainment data. Where outcomes are met, interventions are adapted or changed; interventions are evaluated as part of the whole school data monitoring and Quality Assurance cycles.



The Form tutor, College Leader and subject teacher work with the SENDCo and Learner Support staff to provide analysis and feedback, with regards to student progress.

The assessment process will draw on:

- The teacher's assessment and experience of the student
- Progress, attainment and behaviour
- The individual's development in comparison to their peers/national data
- The views and experience of parents – via Parent meetings
- The student's own views – student voice
- Guidance from external support services (if relevant)

SEND provision is mapped and stored securely, on our Provision Map database and accessed by staff, through our whole school communication tool: Class Charts.

Arrangements for consulting with parents

In line with the SEND Code of Practice, Hillcrest work in partnership with parents at each stage of the assessment and monitoring process.

Key staff will have early discussions with the student, their parents and key staff when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the child's needs and wishes
- We take into account the parents' views
- We hear the child's voice clearly, when considering the best support for their needs

Where necessary, we will ask for parental consent to involve external agencies in a student's provision; as well as sharing contact details for organisations who can offer advice and support. **Following discussion, parents are notified in writing, if their child is placed on the SEND register – a letter is sent via Parentmail.**

If there is a need for the parents of SEND students to explore Hillcrest's complaints process, they can share their concerns to the school SENDCo, in the first instance: LearnerSupport@hillcrest.bham.sch.uk

More information regarding the procedures for complaints can be found here: <https://www.hillcrest.bham.sch.uk/information-and-policies>



Personal Development: Improving emotional and social development.

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school leadership across the school. For example: Student Council
- All of our extra-curricular activities and school visits are available to all of our students e.g. after-school clubs; Students with SEND are actively encouraged to be part of our Hillcrest community, via the Form Tutor programme and Character Development curriculum.
- All students are encouraged to go on the trips and residential trips that are organised throughout the academic year.

- All students are encouraged to take part in work experience, sports day, themed days, extra-curricular activities such as sports teams, lunch clubs, dance club and Duke of Edinburgh Award opportunities.
- Students receive an extensive programme of Life Skills (PSHE/RSE) focusing on personal safety, health and emotional well-being.
- SEMH support/mentoring, ‘drop ins’ and ‘nurture’ sessions are available to all – supported by our Pastoral College Leaders, Senior Learning Mentor and our Place 2B mentor.
- Students are encouraged to become ‘buddies’ (where appropriate) to support other SEND students or students new to the school, to aid in the transition - Hillcrest have a zero tolerance approach to bullying
- There is a SEND First Careers Program; Our designated Careers Lead staff liaise with Learner Support staff, to ensure that the correct provision and guidance is in place, as our students navigate transition/next steps - in accordance with the SEND, Preparation for Adulthood Framework and in line with the Gatsby Benchmarks
- Every student is included in all aspects of Academy life, including those with SEND and those who are identified as Looked After Children (LAC)

Transition and Preparation for Adulthood

Where support is required, in preparation for transition to Hillcrest, Learner Support/Pastoral staff visit students and staff at feeder schools during the summer term, before they start the new academic year. This allows for smooth transition and information sharing, for students identified as SEND on their application.

Some external agencies and Hillcrest’s own SEND First Careers Program, provide specialist guidance for SEND students transitioning to further education, higher education and the world of work.

Hillcrest will share information securely, with future college, Sixth Form or University settings, that the student is moving on to. Where appropriate, SEND students may be given the opportunity to visit the college, Sixth Form or University prior to them beginning in September e.g. a University Enabling Team. This offer is extended to those students who are identified as Looked After Children (LAC).

Students entering the Academy in year 7 and 12 are expected to attend designated Induction events. Year 7 students will also be encouraged to participate in Hillcrest’s transition ‘Summer School’, during the summer break.

Students in year 10 complete work experience placements, as part of our Academy Offer. This supports students in developing skills for adult life and engaging in the world of work. These opportunities could also be available in other key stages, dependent on interest and availability.

Sixth Form SEND Support

During year 12 Induction, all students are provided with a SEND questionnaire to complete. Following any further disclosure of a SEND, Hillcrest’s Learner Support staff and KS5 Form Tutors/Head of Sixth Form are available to offer support and/or make reasonable adjustments, where necessary, in order to promote an inclusive learning experience for all.

Examples of some of the additional support we can offer our Sixth Form students are:

- A One Page Profile, unique to a student's individual needs.
- Exam Access Arrangements – any identified students will be monitored by their teachers using the 'graduated approach' and future applications for examination support will be in line with a student's normal way of working, at AUEA.
- Access to specialist equipment such as a reading pen or coloured overlays – where the need is identified
- Access to on-site mentoring and counselling sessions (Place 2B)
- Specialist support from Birmingham's Access to Education Services: Communication and Autism Team, Hearing Impairment/Visual Impairment teachers, Pupil and Schools Support Service.

The support we offer Sixth Form students has an emphasis on promoting independence, including preparing students for transition to Higher Education or the world of work – Preparation for Adulthood Framework.

Monitoring SEND Arrangements: SEND Information Report

As part of the whole school Quality Assurance cycle, Hillcrest employ external consultancy, to review and evaluate SEND practice.

The SEND information report will be reviewed by the SENDCo, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The information found in this SEND Information Report also links with other Hillcrest School policies:

- Accessibility plan
- Behaviour Policy
- Examination Access Arrangements and Reasonable Adjustments
- Word Processor Policy
- Curriculum policies
- Supporting students with medical conditions/Looked After Children
- Teaching and Learning

Expertise and training

Mrs. C Jacobs (Assistant Headteacher – SENDCo) has been a teacher and Senior Leader in both mainstream and specialist settings, for over 12 years. Alongside her teaching qualification (PGCE), she holds the Masters Qualification: *National Award for Special Educational Needs Co-ordination*. Before joining Hillcrest School and Sixth Form Centre, Mrs Jacobs worked as a SENDCo at a University Technical College (2017-23) Lead Teacher for English, in a Specialist Provision and as an Autism Lead Teacher in a Pupil Referral setting. When teaching, Mrs. Jacobs’ specialist subjects include GCSE English Language and Philosophy and Ethics.

Each member of the Learner Support team has a specialist area and works across varying key stages:

Mrs K. Hughes: Higher Level Teaching Assistant (HLTA)

- Lead Practitioner for Cognition and Learning needs (Literacy)

Miss C. Hill: Higher Level Teaching Assistant (HLTA – maternity cover)

- Lead Practitioner for Communication/Interaction needs (ASC/SLCN)

Mrs T. Stansbie: Higher Level Teaching Assistant (HLTA – maternity leave)

- SEND HLTA (Safeguarding)

Miss S. Zaman-Monroe - SEND Teaching Assistant

Level 3 Teaching Assistant [Vacancy]

Level 2 Teaching Assistant [Vacancy]

All members of staff proactively add to their skill set by attending new CPD courses delivered within the Hillcrest/Oaks Collegiate professional Development program and also utilising the Local Authority training courses, regularly.

Examples of staff training are:

- *JCQ Access Arrangements training* – supporting Examination arrangements
- *Literacy/Numeracy Toolkit Assessments* – Diagnostic tools for cognition/Learning needs
- *Trauma Informed Practice* – Developing knowledge/understanding of SEMH needs
- *Making Sense of Autism* – Developing knowledge of communication/interaction needs

Opportunities to develop SEND expertise across the wider staff team is also available and provided to key staff by the Local Authority Agency staff, Oaks Collegiate Leaders, and Hillcrest’s Senior Leaders.

Hillcrest's SEND Policy

<https://www.hillcrest.bham.sch.uk/information-and-policies>

Birmingham City Council's Local offer

<https://www.localofferbirmingham.co.uk/>

SENDCo Designate Contact Details

Mrs. C Jacobs

Email: LearnerSupport@hillcrest.bham.sch.uk

Contact No: 0121 464 3172



Parents can also contact **SENDIASS Support** if they require any advice or support regarding students with SEND:

- Telephone: 0121 303 5004
- Email: sendiass@birmingham.gov.uk
- Website: <https://www.birmingham.gov.uk/sendiass>

Glossary of terms

SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Co-ordinator
EHCP	Education Health and Care plan
SEMH	Social, emotional and/or mental health needs
PSHE	Personal, social, health and economic (education)
RSE	Relationships and sex education
CAT	Communication and Autism team
SENAR	Special Educational Needs Assessment and Review Service
PSS	Pupil and Schools Support Service
SLCN	Speech, language and communication needs
LAC	Looked After Child - a child who is being looked after, in the care of the Local Authority
CPD	Continued Professional Development
JCQ	Joint Council for Qualifications
HLTA	Higher Level Teaching Assistant
SENDIASS	The Special Educational Needs and Disabilities Information Advice and Support Service