

## Hillcrest School: SEN Local Offer 2015-16 (SEN Report)

### National Context

The changes in the Children and Families Bill affect the way children with special educational needs and disabilities (SEND) are supported in schools. A new duty in the SEN Code of Practice is being introduced in September 2014 and places students at the centre of planning. The key principles of the new legislation are:

- Young people and their families should be involved directly in discussions about the support they need, so they can share their knowledge and feedback to the school on the young person's progress.
- Education, Health and Care Plans (EHC) will replace statements of special education needs over a phased three year period. New assessments for additional educational needs will follow the EHC guidelines from September 2014. The new EHC plans will support young people up to the age of 25. Existing statements will remain in force until all children have completed the transition over the phased three year period.
- School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
- Schools must develop their own 'Local Offer' to outline the range of support available for SEND students from years 7-13.

### School Aims

The Hillcrest School is well placed to adopt these changes and looks forward to working with students and their parents / carers to ensure fully inclusive access to our education. Our Local Offer for children with Special Educational Needs and Disabilities is outlined below. This will be reviewed and updated on a termly basis as necessary.

Hillcrest School uphold children's right to education and recognise the diverse educational needs in our school community. Every child and young person has a right to be included as a valued, respected and equal member of our school community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. We will try to ensure that all barriers to equal access are removed and overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents / carers and where necessary seek support and advice from specialist external agencies to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

## Roles and Responsibilities

At Hillcrest School we have a team of staff who lead on SEND provision and support in the school. If you would like to know more about the specific provision in place for your child or if you have any concerns that your child has some additional needs that require further support, please either contact our **SENCO (Rebecca Harris)** or **Deputy Headteacher Inclusion (Steven Connor-Hemming)**.

Staff	Summary of responsibilities
Rebecca Harris (SENCO)	<p><b>The SENCO is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Co-ordinating all the support for SEND children and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that parents / carers are involved in supporting their child's learning, kept informed about the nature of support, involved in reviewing the progress their child is making and the setting of new targets for further improvements.</li> <li>• Liaising with external agencies who may come into school to support individual children, ie - Speech and Language Therapy, Educational Psychologist, Pupil Support Service, CAT</li> <li>• Updating the school's SEND register and making sure that there are excellent records of their progress made by individual students and their future needs</li> <li>• Providing specialist support for teachers and support staff in school so they can provide SEND students with the specific help they need to make the best possible progress in school.</li> </ul>
Steven Connor-Hemming (Deputy Headteacher Inclusion)	<p><b>The Deputy Headteacher (Inclusion) is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of pastoral / inclusion systems in school</li> <li>• Line managing the SENCO to ensure SEND students are accessing appropriate support</li> <li>• Tracking the progress of all students to ensure appropriate pastoral and curriculum interventions are in place to support students</li> <li>• Evaluating the impact of interventions in terms of student outcomes, ie - value for money.</li> <li>• Co-ordinating external provision to support students and families with safeguarding concerns</li> </ul>
Learning Co-ordinator Parkes College - Abiyola Adenike Nightingale College - Gareth Perks Malala College - Sarah Perry	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Checking on the progress of all children and identifying, planning and delivering any additional a help that students may need and informing the SENCO as necessary</li> <li>• Using Individual Pastoral Support / Behaviour Plans to support students with behavioural needs</li> <li>• Meeting with parents / carers to review the impact of targeted interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• Co-ordinating the programme of 'Progress Review' meetings to review academic progress</li> </ul>
Mary Bunce (Senior Learning Mentor and Looked After Co-ordinator)	<p><b>The Senior Learning Mentor is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making referrals to appropriate external agencies if safeguarding or child protection concerns are raised individual students.</li> <li>• Engaging with and supporting young people and parents / carers with any safeguarding issue.</li> <li>• Co-ordinating the CAF process and representing the school at core group or Child in Need meetings</li> <li>• Co-ordinating student referrals to the School nurse and other health-related agencies.</li> <li>• Attending review meetings for Looked After Children (LAC) and ensuring appropriate provision is in place to support the needs of all LAC students.</li> </ul> <p><b>This work is undertaken in conjunction with Steven Connor-Hemming and Julie Penn</b></p>
James Foster (Assistant Headteacher ic transition)	<p><b>The Assistant Headteacher is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Co-ordinating the transition process from KS2-3 and identifying students requiring support</li> <li>• Co-ordinating the 'Year 7 Catch-Up' programme to support students with low literacy levels</li> </ul>
Stan Parry (SEND Link Governor)  Primary contact for the Governing body for SEND	<p><b>On behalf of the Governing body, the SEND Link Governor is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school meets national SEND requirements by September 2014</li> <li>• Working closely with the SENCO to ensure that appropriate interventions are in place to meet the needs of all SEND students in the school</li> <li>• Providing feedback to the full Governing body on SEN provision in the school.</li> </ul>
SEND Teaching Assistants  Yvette Preston (HLTA) Vicky Howes Katy Hughes	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Supporting targeted SEND students in lessons to access their learning</li> <li>• Devising differentiated learning materials as necessary to support students in lessons</li> <li>• Withdrawing students from lessons to deliver targeted intervention programmes</li> <li>• Working closely with subject teachers to review the accessibility of teaching materials</li> </ul>
Jude Sheppard (Attendance Officer)	<p><b>The Attendance Clerk is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Providing daily attendance data to allow Learning co-ordinator's to monitor student attendance</li> <li>• Contacting external providers to monitor attendance at alternative educational placements</li> <li>• Contacting parents / carers to identify reasons for absence and seek appropriate support</li> </ul>
Tracy Duggins (Student Reception)	<p><b>The Student Receptionist is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Preparing and circulating student 'Health Plans' to relevant members of staff</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Contacting parents to ensure pupils have appropriate medication in school</li><li>• Preparing medication / health plans for educational visits and work experience placements.</li></ul> |
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## **SEN Support**

A young person has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them. At Hillcrest School we offer different levels of support for our SEND pupils. The level of support offered to each student is based on initial baseline assessments when the student arrives at the school, information from their previous school, information shared by parents / carers and data from termly assessments in each subject. All identified students will receive appropriate levels of '**SEN Support**' as outlined below.

### **Quality First Teaching**

All students at Hillcrest receive high quality inclusive teaching. Through outstanding targeted classroom teaching we will ensure that teachers have the highest possible expectations for all students in their classes. Teachers will use different teaching styles and resources to meet the needs of all students and use specific strategies to support all students to learn. Through this approach we aim to meet the learning needs of all students. Targeted students will receive additional 1-2-1 curriculum support as part of our commitment to deliver high quality inclusive teaching for all. In Key Stage identified students will follow an intervention programme for 7 lessons per fortnight. The programme will focus on the following, literacy, basic handwriting, letter formation, speed writing, spelling and communication skills, reading, processing and comprehension skills. The intervention lessons will be co-ordinated by the SEND team, working closely with English and Maths departments, to plan and deliver the programme.

**Despite our commitment to 'Quality First Teaching' we recognise that some students may not be in a position to make their expected progress and require additional support as outlined in our 'SEN Support' provision outlined below.**

### **SEN Support: Level 1 (SS1)**

Our initial assessments on arrival at the school and termly assessment processes identify students who may have some difficulty in learning compared with other students of the same age or experience emotional, physical or health issues. At Level 1 a student may need additional support beyond that already provided by teachers. This may involve support from a Teaching Assistant in identified lessons, participation in a reading / literacy programme (such as 'Read, Write, Inc'), following the Key Stage 3 intervention programme or some form of behaviour mentoring. All Level 1 students will have a 'Pupil Profile'. The SENCO/Teaching Assistants will provide additional support to teachers to ensure work is suitably differentiated to meet the needs of individual Level 1 students.

### **SEN Support: Level 2 (SS2)**

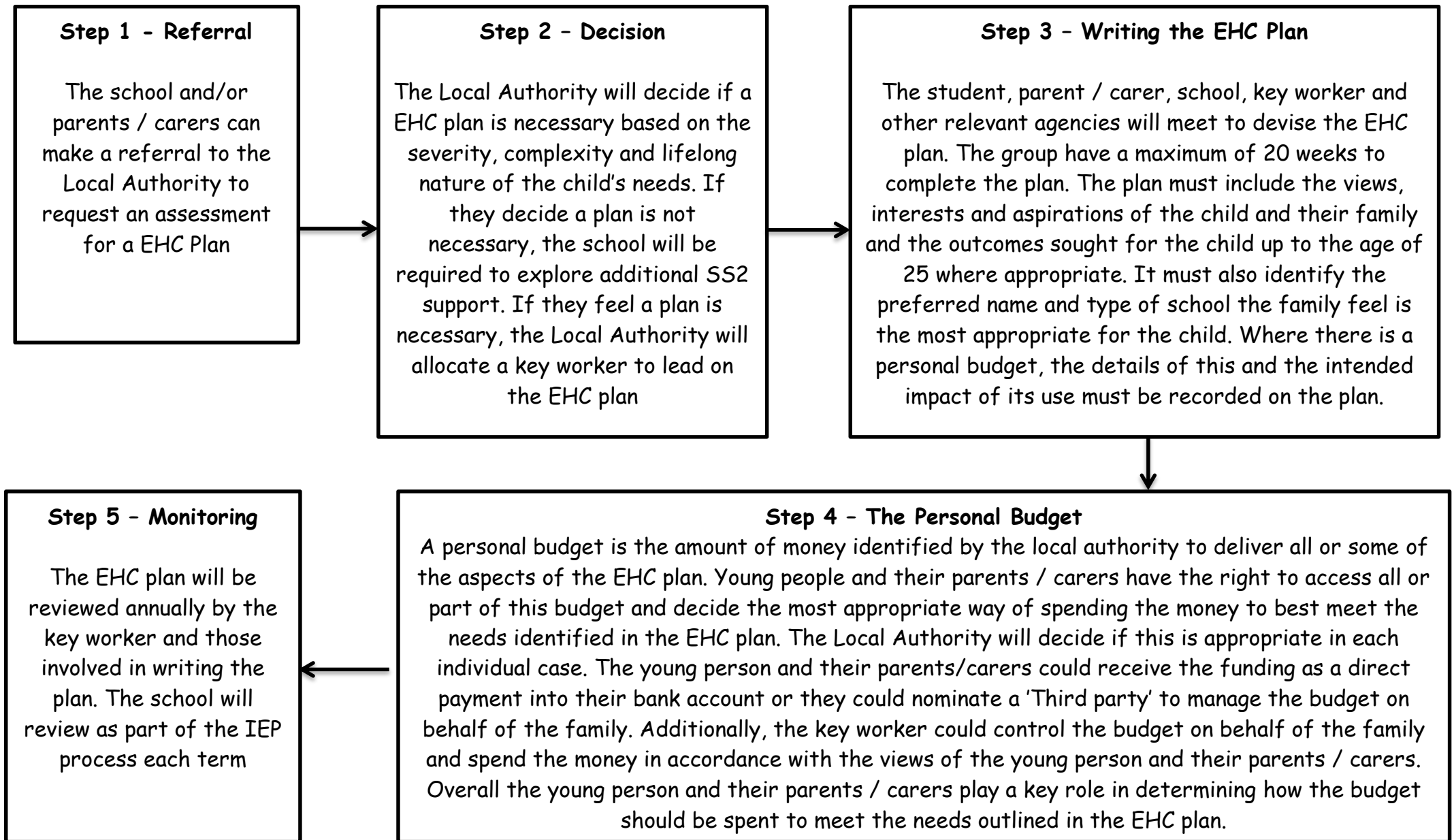
Our initial assessments on arrival at the school and termly assessment programme will identify students who have significant learning difficulties compared with students of the same age or have more complex emotional, physical or health issues. At Level 2, a student may require additional support in school as well as some form of external specialist input, ie - Educational Psychologist, Pupil Support Service, Communication and Autism Team. A Level 2 student will work with the SENCO to write a 'Pupil Profile' to outline their needs and preferred style of learning and parents / carers will be invited into school to contribute to their child's Pupil Profile or Behaviour Plan. The plans will be reviewed each term. Student will have Teaching Assistant support in targeted lessons and may receive pre-tutoring before key lessons. The school will respond to the advice and recommendations from external agencies to support a student's learning and development in school. The specialist external agencies may make important recommendations to the school, such as making changes to the way the student is taught in lessons and supported in school.

### **SEN Support: Level 3 (SS3)**

Some students have more complex learning, physical or emotional needs that require additional funding and support beyond those identified in Level 2. Previously, Level 3 pupils would have either a 'statement of special educational needs' or a 'Learning Difficulty Assessment'. From September 2014 onwards the school and/or parents/carers can apply to the local authority for an '**Education, Health and Care Plan**' (EHC). As part of the process the school will work with the student, their family and appropriate external agencies to prepare a plan to support the student up to the age of 25 if necessary. The plan will identify how services will work together to meet the needs of the young person. The plan will be reviewed each year by the agencies involved. All our current students with statements or LDAs will have their support provision transferred into EHC plans over the next three years. All Level 3 students will receive the support outlined in Level 2 in addition to the interventions agreed in the EHC plan.



## Education, Health and Care Plans



**At Hillcrest School our local offer is:**

### **Admissions Arrangements**

Hillcrest School will consider applications from parents of young people who have special educational needs. Such young people are considered as part of our standard admissions procedures. The school cannot refuse to admit a young person because of a disability. Hillcrest school can provide for students who have a need for support in the following areas:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Physical development
- Medical

### **Identification, Assessment and Monitoring**

- We test all students when they arrive at the school through the Hodder reading and graded spelling tests.
- If scores are low or there are specific issues raised from primary school students will complete a diagnostic reading test.
- We ensure all students are re-assessed against this baseline score at the end of each academic year to measure progress with reading and spelling. However, targeted students with low baseline scores are re-assessed every six months to provide an accurate measure of progress and specific age-related targets are set to help staff measure progress in terms of reading and spelling.
- We monitor progress through the 'Accelerated Reading' programme (Years 7-9)
- We carry out baseline assessments in all subjects on entry to identify potential support required at the start of each year and student progress is formally assessed on a half-termly basis in each subject and reviewed by Learning Co-ordinators and Curriculum Learning Managers after each data entry.
- If any student is not at level 1, we ensure she is assessed using another scale of levels that assess attainment up to level 1. These levels are called 'P levels'.
- We set and review individual targets for all students twice a year as part of our 'Progress Review' programme.
- Our SENCO updates and monitors progress and the impact of interventions on our SEND Tracker.
- Our SENCO meets with students and their parents / carers to review their progress each term (Individual Education Plans and Pupil Profile reviews for students accessing SEN Support)



- Our SENCO meets with all students with a statement of SEN / EHC Plan and their parents / carers to formally review their progress as part of the Annual Review process.
- Our SENCO / Deputy Headteacher (Inclusion) undertake 'Achievement Walks' to focus on the experiences of SEND pupils in lessons and complete 'SEND Work Reviews' to monitor the work completed by targeted students and the appropriateness of the feedback they receive from their teachers.

### **Curriculum Provision and Learning Environment**

#### **We support children to access the curriculum:**

- Teachers know the profile of their teaching groups and the individual needs in each group. All teachers prepare and update 'Intervention Plans' for every group they teach to show how the learning activities are matched to individual learning needs.
- Teachers use support and guidance from the SENCO / Teaching Assistants to prepare appropriate resources and modify their teaching styles to allow of different abilities to access their learning in lessons. The impact of this is monitored through lesson observation and department review weeks.
- Teachers endeavour to ensure the learning environment is stimulating, supportive and well-resourced. Wall and interactive displays provide prompts and guidance to encourage students to learn and achieve independently. For example, all classrooms have information on display about the whole school literacy policy and provide specific examples of key techniques to support students.
- We effectively use our Teaching Assistants to support targeted students in and out of lessons. This can involve a pre-tutoring programme to ensure students can understand the key features of the learning when they are in lessons.
- In Key Stage 3 an intervention programme is delivered to identified students, following a themed approach the programme will focus on numeracy, literacy and communication skills.
- Targeted KS3 students are withdrawn from a number of subjects to complete an intensive 'intervention programme' to focus on developing literacy and numeracy techniques as part of their curriculum entitlement.
- We make effective use of ICT equipment and resources to support students to complete and record their work in different ways.
- Teachers consider individual needs when designing seating plans or arranging the physical classroom environment.
- Teachers ensure reading materials are differentiated (ie- enlarged for students with sight impairment / modified content for students with dyslexia) to ensure all students can access their learning.
- Regular staff training as part of the weekly CPD programmes enables all teachers to plan lessons and resources to meet the needs of students of all abilities as part of their day to day practice. As part of this process staff complete an annual audit of SEN provision to ensure each department has appropriate levels of resources to meet the needs of all learners.

- Teachers access and contribute to Individual Education Plans and Pupil Profiles to meet the needs of individual learners.
- We creatively use SEN funding to purchase additional equipment and resources for individual students, ie - laptop, I-Pad, books.
- Our SENCO tests, applies and makes suitable provision of Access Arrangements, extra time and readers in public examinations.
- Our students access additional support from teaching assistants and the EAL co-ordinator in our specialised 'Learning Base'.
- Students are set in the majority of subjects in KS3 which allows for small group support teaching for SEND students.
- Our Deputy Headteacher (Curriculum) co-ordinates the options process and delivers comprehensive guidance to students and their parents / carers to develop a more personalised curriculum in years 10 and 11.

### Literacy and Numeracy

#### **We support pupils to develop their literacy and numeracy skills:**

- Our Literacy co-ordinator has specific responsibility for co-ordinating and monitoring the whole school literacy policy.
- Every KS3 student participates in the Accelerated Reading programme.
- Every KS3 student has a discrete Literacy lesson each fortnight as part of the English curriculum entitlement.
- Every form group elects a Literacy Champion to regularly meet with the Literacy Co-ordinator to plan whole school literacy events.
- Every student is issued with a 'Smart Learning Literacy' handbook.
- Our SEND and EAL students receive additional support (1-2-1 and small group) from specialist English teachers as part of the 'Raising Achievement Programme'.
- Targeted KS3 students participate in the 'Read, Write, Inc' programme and their progress is closely monitored throughout.
- Students with specific literacy needs access our PAT programme (Phonics Awareness Training), Precision teaching and the CURED spelling programmes.
- As part of a more personalised curriculum pre-tutoring focuses on the spelling, understanding and application of key words in a range of different lessons. .
- At KS4 we offer more appropriate alternatives to GCSEs to support students with low levels of literacy and numeracy (ASDAN COPE / BTEC WORK SKILLS).
- There are lunchtime reading clubs in the Learning Base and our 'Peer Ambassador' programme allows sixth form students to mentor targeted students and listen to them read during daily form periods.
- We have an extensive selection of age-appropriate reading materials in the Learning Resource Centre (before, lunchtime and after school)
- Form tutors complete daily literacy and numeracy based activities as part of our tutor programme.

- Teachers in the Maths department prepare individualised learning programmes and resources for all abilities ranging from NC Level 1-8.
- In KS4 students can be entered for entry level / Functional Skills Mathematics and English in addition to GCSE courses.
- Our ASDAN and Work Skills programmes include modules on financial planning, budgeting and independent living.
- Group sizes in all lower ability sets are low to ensure students can access support on a more individualised basis.

### **English as an Additional Language (EAL)**

At Hillcrest our EAL pupils receive support at their own level. We are committed to providing a planned programme of personalised language support for all Newly Arrived and less proficient EAL students in Year 7-13.

There is an experienced, qualified EAL Teacher to provide appropriate withdrawal support and assessment for EAL pupils that are not making progress in correlation with their peers.

Support and Interventions that EAL students may receive are as follows:

- Small group withdrawal support
- Read, Write, Inc Programme for weaker readers.
- Extra English for newly arrived students focussing on survival language, subject specific vocabulary and grammar.
- CHAT 10 Peer mentoring program to encourage EAL students to interact socially with their peers in a safe and positive environment.
- Personal, Social Development (PSD) a personalised program that is differentiated enabling EAL students (and some SEN pupils) to access the content of mainstream PSD program in a more nurturing informal manner.
- Individual Language Plans (ILP's) to track progress of Newly Arrived EAL students. ILP's enable EAL students to consider the progress they are making in each subject area and to set their own language targets each term.
- The Learning Base provides a safe and welcoming environment where EAL students attend withdrawal sessions.
- Newly Arrived students also receive extra support during school examination week (not GCSE) wherever possible. This could be extra time, a bilingual dictionary or a reader depending on the students need.
- To ensure EAL students make as much progress as possible the EAL Teacher has delivered staff CPD training to all members of staff addressing the needs of EAL students.

- There are also systems in place for tracking the progress of EAL students. These are things such as tracking sheets, book trails and ILP's

### **Speech and Language Development**

At Hillcrest we recognise the importance of supporting speech and language development. We are currently able to access a local authority Speech and Language Therapist as necessary.

Teachers make sure their classes have a range of language support and activities as part of our literacy provision.

### **Strategies to support and modify behaviour**

#### **We promote positive behaviour:**

- Our 'Getting It Right' policy outlines the high standards of behaviour and conduct expected in school. It is applied by all members of staff and promotes a consistent and positive whole school approach to behaviour and learning.
- We have a strong pastoral team that inclusively focuses on promoting and monitoring positive attitudes to learning.
- We communicate effectively with parents / carers as part of our intervention programme. For example, parents / carers receive GIR updates at the end of term to show the progress their child has made. Standard letters are sent to parents to inform them if their child has been removed from lessons (C4) or if they have been placed on a monitoring report.
- Students are sent to the 'Centre' (Room 35) if they do not meet our behavioural expectations in lessons. This gives them the opportunity to reflect quietly on their behaviour before returning to lessons later in the day if appropriate.
- Every classroom displays a copy of our 'Zones of Engagement' structure to reinforce the impact of poor behaviour on learning.
- We have strong links with external agencies providing support for emotional and behavioural needs. As part of the Oaks network we can access either 1-2-1 or small group support from the Oaks Behaviour mentor and can engage with other network schools to explore the passport and managed move programmes to support students with on-going behavioural issues.
- We access support from the City of Birmingham School (COBS) and can refer students to their sites across Birmingham for more intensive and specialised behaviour support if appropriate.
- We fully appreciate that there are often social and emotional reasons behind any challenging forms of behaviour. Our Learning mentor meets with any student and their parents / carers who we feel requires more specialist support and we endeavour to access this support if appropriate.
- We engage with students and their parents / carers through the use of Individual Pastoral Support / Behaviour Plans. This is a structured programme to track and review the impact of interventions and set targets for future improvement.
- Our Teaching Assistants are sometimes allocated to work with students in lessons they have personally identified as a 'hotspot'.

- The 'Zone' is available throughout the day to provide support for students with emotional and behavioural needs.

### **Emotional Well-being**

#### **We support children's emotional well-being:**

- Emotional well-being is supported by making sure that children who find 'change' difficult are well prepared for key changes. We provide 1-2-1 and/ or small group transition programmes as appropriate during year 7.
- Our Safeguarding Team (Steven Connor-Hemming, Julie Penn, Mary Bunce) meet each week to review the progress of our more vulnerable students and access additional support (internally and externally) as necessary.
- We engage with a wide range of support agencies and signpost students and their families as appropriate, ie - CAMHS, Educational Psychologist Service, Pupil Support Service, Parent Partnership, COBS, Community Autism Team, Aquarius, Edwards Trust and Winston's Wish bereavement counselling, Young Carers, TESS, LACES, Time for You, Open Door.
- Our Learning mentor delivers 1-2-1 mentoring sessions to targeted students and informs teaching staff of concerns / additional support required as necessary.
- Our designated LAC co-ordinator (Mary Bunce) monitors the progress and provision for looked after children and ensures additional funding is used appropriately to meet their needs, ie - purchase of technology, revision material, equipment, cost of educational visits, school uniform, etc
- We ensure teaching staff access regular training on key issues that may affect emotional well-being, ie - teenage mental health, radicalisation, female genital mutilation, forced marriages.
- Our Year 11 prefects and Sixth Form Peer Ambassadors provide mentor some of our more vulnerable students as part of a structured mentoring programme.
- We hold a daily homework club in the IT room before school to support students who may require additional learning support.
- Our PSD curriculum covers a wide range of issues relating to personal safety, health and emotional well-being.
- We have a weekly lunchtime school nurse surgery to provide support for students with a range of health and emotional issues. This is a confidential service. Students are either referred by the safeguarding team or they can refer themselves to access support.

### **Physical needs**

#### **We support children's physical needs:**

- We have adapted key aspects of the building to ensure the site is accessible for all students, ie - ramp outside student reception / technology block and toilets with disabled access.
- We have a designated 'Health and well-being room' with toilet and washing facilities. It also has a medical screen and bed.
- We have a lift in both parts of the main building to allow students to get to lessons on the third floor.

- We have a disabled chair lift at main reception to allow pupils to access the main building.
- We have shower facilities close to the main reception to support. This can be accessed by staff and students as necessary.
- We have toilet facilities on the first floor of both sides of the school site.
- All key support rooms are located on the first floor of the main building in close proximity to each other, ie - student reception, the Zone, the Learning Base. This ensures we have clear and effective methods of communication to support all students with physical needs.
- Our student reception is supervised by an approved first aider throughout the day.
- When appropriate we alter timetables to ensure lessons for students with physical needs are either on the ground floor or close to the lift facilities on the second and third floors of the building.
- We endeavour, where possible and necessary, to attach a Teaching Assistant to any student with physical needs to assist them around school and in lessons.
- We carry out regulated risk assessments to ensure the site is accessible for students with specific physical needs.
- We have designated Fire Marshalls to ensure the site is safely evacuated by all students in the case of an emergency. All exit routes are clearly displayed in each classroom and corridor.
- We deliver whole staff training to ensure staff are equipped to support students with specific physical needs.

### **Medical Needs**

#### **We support children's medical needs:**

- We have a designated student reception area. This is also our medical room and is supervised by a first aider (Tracy Duggins). Students and adults go to the room if they are hurt or unwell. We contact parents / carers if we feel it is appropriate for the student to be sent home or taken to hospital.
- We have a team of staff who are first aid trained but none of the team are trained to administer medicines.
- Tracy Duggins produces 'Health Plans' for all students with specific medical needs and a copy of this plan is shared with individual teachers. All health plans are displayed in the staff room for all members of staff to access.
- Tracy Duggins updates the school medical list and informs staff, as necessary, of any pupils with new or additional medical needs.
- We encourage parents to ensure their child brings in spare medication to school (ie- inhalers, epi-pens, tablets) and we store all medicines safely in student reception.
- We contact parents if any medication is close to its use by date and advise them to get new medication from their doctors.
- We have clear systems in place for educational visits to ensure staff are aware of specific medical needs in advance and take any prescribed medication with them on the visit. This process is co-ordinated by Tracy Duggins.

- Every Tuesday lunchtime we hold a school nurse drop-in session. Students are either referred to the service by the safeguarding team or they can refer themselves.
- All members of staff attend annual training on a range of medical issues, ie - epilepsy, diabetes, allergies, asthma
- All Science and Technology rooms are equipped with basic first aid kits.

### Healthy lifestyles

#### **We promote healthy lifestyles to all students:**

- Our Safeguarding Team support students and their families as part of the CAF process to ensure appropriate support is accessed by the family.
- We signpost students to use the 'Preparing for Adulthood' website as part of our mentoring programmes.
- We advertise to all students the range of services that can be accessed through the School Nurse service.
- We work in partnership with a range of external agencies that support students to live healthy lifestyles, ie - CAMHS, Educational Psychologist Service, Pupil Support Service, Parent Partnership, City of Birmingham School, Aquarius, Edwards Trust and Winston's Wish bereavement counselling, Young Carers, TESS, LACES, Time for You, Open Door.
- Our school curriculum and PSD programme reinforces the key aspects of healthy lifestyles through links with external agencies.

### Transition / IAG

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:

If your child is moving to Hillcrest from another school:

- As part of the transition process from Years 6-7 Mr James Foster (Assistant Headteacher) visits your child at her primary school and speaks with her teachers to collect any relevant background information. This information is shared with relevant staff at Hillcrest (ie- SENCO, Learning Mentor and Safeguarding Team). Our SENCO then contacts teaching staff at the primary school to collect further information on any specific learning, physical, emotional or medical issues. This information is used to prepare a transition plan for the start of Year 7. This plan is shared with relevant teaching staff.
- As parents / carers you will be invited to a transition meeting at the start of the summer term. You will have the opportunity to meet the Assistant Headteacher, Year 7 Learning Co-ordinator and SENCO and raise any concerns you have about your child and the nature of support you feel they may require. You will also be invited to an Induction meeting in July where you will have the opportunity to meet key teaching staff and your child's form tutor.

- If you apply for a place for your child at Hillcrest during an academic year we will contact the school she is attending to collect information on her academic progress and any specific needs she may have. As parent / carer you will be invited to attend an admissions meeting. This will give you the opportunity to raise any concerns you have about your child's needs. As part of this process we will ask your child to complete a series of assessments to identify her current national curriculum levels in English, Maths and Science. If we feel your child may struggle to complete the assessments independently a Teaching Assistant may support her. The results and feedback from the assessments will allow us to identify any learning needs and put appropriate interventions in place to support your child on arrival.

If your child is moving from Hillcrest to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible.

When moving years in school (ie - Years 9-10)

- Information about your child is shared with any new teachers she may have, ie - IEP, IBP, Pupil Profile
- Learning Co-ordinators meet to review progress and set targets for the year ahead.

In Year 10/11:

- Your child will have four careers meetings with our 'Information, Advice and Guidance' (IAG) co-ordinator.
- As a parent / carer you may be invited to attend one or all of these meetings to support your child depending on the nature of the SEND need
- If appropriate or requested our IAG co-ordinator will take your child to any interviews for colleges / apprenticeships, etc
- During Year 11 pupils with statements / EHC plans will meet with a local authority careers advisor to complete a 'Transition Plan' to support them to access post-16 provision.
- In Year 10 your child will have the opportunity to complete a two week work experience placement. With the support of a designated Teaching Assistant your child will have additional time to organise her own placement. Our Work Experience Co-ordinator (Mr Steven Kennard) will speak with our SENCO to decide if the placement is appropriate and a risk assessment will then be carried out. Employers will be made fully aware of any learning, physical or medical needs prior to the placement.



## Parents / Carers

### **We endeavour to work in partnership with parents / carers:**

Our open door policy encourages partnership with parents / carers. We listen to what parents / carers tell us about their children and use this information to ensure everyone who works with their child understands their individual needs.

- We communicate regularly with parents / carers through the VLE, website, termly newsletter and termly GIR letters.
- Parents / Carers are invited to attend the annual awards events to celebrate the achievements of their child during the year.
- Parents / Carers receive personal invitations to their child's 'Progress Review' meetings twice a year. If the parents / carers are unable to attend we endeavour to change the meeting to a more convenient time.
- Parents / Carers are invited to attend Parents Evenings to discuss their child's progress with her teachers.
- Parents / Carers receive one full and one short report each academic year.
- We notify parents / carers in writing if their child has received a C4 (removed from lesson) or been placed on report by their form tutor or Learning Co-ordinator.
- We ask parents / carers for their views on their child's experience at Hillcrest each year through the parental surveys.
- We ensure parents / carers are invited to SEN Annual and IEP / IBP reviews. We endeavour to rearrange meetings for more convenient times if they are unable to attend. Parents / carers contribute to the targets set as part of this process. Where appropriate targets are set for parents / carers to monitor at home as part of the process.
- We provide guidance to parents / carers on techniques and strategies they can use at home to support their child.
- Where appropriate we ask parents / carers permission to involve other professionals / external agencies to support their child.
- We invite parents / carers to come into school to help us review our SEN and other inclusion policies, ie - Anti-Bullying policy.
- We signpost parents /carers to appropriate external agencies in the community. From September 2014 we will actively signpost parents / carers to the 'Birmingham Local Offer'. We will support parents / carers to explore the range of education, health and care provision in the city as part of the 'Birmingham Local Offer'.
- From September 2014 onwards we will ensure that parents / carers are fully informed about the changes to SEN provision, the nature of the EHC plans and accessibility of the personal budgets. We will continue to work closely with Pupil Support Services and Parent Partnership to ensure parents are fully aware of their rights and responsibilities under the new guidance.

### **Our commitment parents / carers:**

- We will work in partnership with you to identify your child's needs and put in place the correct support including family support.
- We will endeavour to involve your child in decisions about her learning.
- We will endeavour to involve you in all decisions about your child's learning and listen to your views.

- If you think your child needs extra support we will always talk to you about this.
- We will regularly assess your child and review her progress. You will be invited into school to discuss the outcomes and express your views / concerns.
- We will be happy to give you contact details for organisations who can give you and your child advice and support.
- We will attempt to make all the information we need to share with you clear and easy to understand.
- All school staff will receive appropriate training so they have the knowledge to support your child's needs.
- A range of resources will be available in all learning areas to support children operating at different levels.
- We will provide support for your child if she needs support managing her own behaviour and/or to build up skills and confidence in dealing with social situations.

**A partnership approach supported by open and honest communication.**