



Hillside Specialist School and College SEN Information Report

School/Academy Name and Address	Hillside Specialist School and College Ribchester Road Longridge Preston Lancashire PR3 3XB	Telephone Email Website	01772 782205 hillside@hillside.lancs.sch.uk www.hillside.lancsngfl.ac.uk
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Parent Questions

1. What kinds of Special Educational Needs (SEN) is available at Hillside Specialist School and College?

Hillside Specialist School and College offer places to pupils between 3 – 19 years of age. All pupils attending Hillside have a diagnosis of Autism Spectrum Disorder (ASD). All pupils also have a Statement of Educational Need or an Educational Health and Care Plan (EHC). We are a Community Special School and provide provision for the whole of the Lancashire County. Although our pupils primary need is autism, many pupils have additional needs (including epilepsy, ADHD and sensory processing difficulties).

2. How do we know if your child needs extra help and what should you do if you think your child or young person has Special Educational Needs?

Where appropriate, assessments can be undertaken by Education Psychologists or a Health Care professional dependent on the individual needs of the pupil. If you feel that our School can meet the needs of your child/young person, contact needs to be made with the relevant Special Educational Needs Office for your area:-

North (Fylde, Wyre & Lancaster) 01524 581 200

South (Chorley, South Ribble, West Lancs & Preston) 01772 531 597

East (Hyndburn, Ribble Valley, Rossendale, Burnley & Pendle) 01254 220 563 or
01254 220 562

Once contact has been made with the SEN Office a without prejudice visit can be arranged by contacting the School. The visit will include a discussion with one of the School Senior Leadership Team and you will be given the opportunity to view our provision. Parents/Carers are entitled to visit School with or without the Area Parent Partnership Officer.

3. Where can you find information about the Schools Special Educational Needs policies?

Hillside Specialist School and College have a wide range of policies to ensure that we meet all the needs of the pupils who attend our provision. These policies are available by visiting the School website www.hillside.lancsngfl.ac.uk or by contacting the School office who will be able to provide any policies upon request.

4. How do we evaluate the effectiveness of our Special Educational Needs provision?

The School uses a number of strategies to evaluate the effectiveness of our provision, this includes observations of teachers and pupils and their work, analysis of performance data, parental questionnaires undertaken at regular intervals and Ofsted ParentView questionnaire. To ensure collaborative working and best practice across Special Schools, we are members of a number of networks including the FE SEN Network, North West Specialist Schools Assessment Group, Lancashire Moderation Groups, Lancashire Association of School Business Managers, Lancashire Special Schools Head Teachers Association.

We have gained Centre Accreditation to deliver bespoke and appropriate qualifications for our pupils through ASDAN, AQA and Pearson. This includes internal and external moderation panels and rigorous.

The School have successfully achieved a number of Awards including:-

- Early Years Quality Mark
- Primary Quality Mark
- Secondary Quality Mark
- Leading Parent Partnership Award
- Learning Excellence Award for the development of iPads.

5. How do we assess and review the progress of your child?

There is a comprehensive system of assessment, recording and reporting in the school that informs the planning process so that pupils' progress can be effectively followed. As pupils enter school there is an initial assessment completed to assist in setting targets for the pupils' Individual Education Plan, including the Gilliam Autism Rating Scale (GARS).

In their fifth year, pupils complete a foundation profile, the results of which are conveyed to parents. All pupils are assessed using Bsquared, an online assessment tool that measures pupil progress on term-by-term basis and effectively measures the extent to which pupils have improved. The results of these assessments are used to compile whole-school targets for improvement.

Each pupils progress is reviewed three times per year through their PLP (IEP) targets and are discussed during termly parents evenings. Annual progress is reviewed through the statutory Annual Review.

Pupils have the opportunity to enter the SATs assessments, if appropriate. Often these assessments tell us very little of what our children can do, but they are useful for a small number of our pupils. There is also the opportunity for our Key Stage 4 students to complete modules of work and receive accreditation for these through an examination body. Decisions regarding other examinations are based upon a child's individual needs or capabilities.

In Key Stages 1-3 staff collect examples of pupils work in their Record of Achievement, celebrating their successes in the school in each subject area of the National Curriculum. In the Early Years Foundation Stage class the pupils' achievements are celebrated in their Learning Journeys, focusing on the seven strands of the EYFS curriculum. In Key Stage 4 and 5 there are a broad selection of qualifications that can be chosen to suit the needs of the individual, developing a bespoke timetable focus. Most of the coursework relates to developing skills for the future, vocational understanding or experience of work.

6. How does School approach teaching pupils with Special Educational Needs?

The School uses a range of traditional and alternative teaching techniques in order to maximise the learning opportunities for the pupils who attend. All pupils have highly individualised learning programmes to assist them to overcome their particular barriers to learning, such as communication or sensory difficulties. The school promotes the use of other specialist teaching techniques and programmes such as Intensive Interaction, Picture Exchange Communication Systems (PECS), Makaton, and electronic resources to aid augmented communication. The programmes of the speech and language therapists are fully integrated into the child's teaching and learning opportunities. We also offer additional programmes and therapies, such as Sensory Integration and Dance therapy.

Many of the classrooms are carefully organised in order to address a central need of pupils with autism to understand and order the events of their day. Employing techniques such as TEACCH, the classroom can be arranged into discrete areas with a defined purpose assisting the pupil to develop appropriate responses/actions to those areas that aids comprehension and reduces anxiety. Most classrooms provide a low-arousal learning environment to enable pupils to modulate their sensory needs and focus on specific tasks. There may be group tables, individual workstations and areas designed to support pupils proprioceptive and vestibular needs.

Our overall aim is to provide a highly structured teaching environment in which the pupil feels safe and in which they have a degree of control and predictability: An environment that addresses the child's central need to learn to manage their autism so that they may develop and achieve.

7. How have we adapted the curriculum and learning environment to meet the needs of your child?

The School provides a highly specialist curriculum to meet the needs of all our pupils including:

- A total communication environment which incorporates the use of visual symbols, Makaton, PECS, Intensive Interaction, alternative and augmentative communication devices such as iPads with Proloquo2Go. Structured approaches such as Colourful Semantics and narrative therapy are used to support some of our pupils.
- A wide range of specialised resources and areas to promote learning, such as Forest Schools, environmental classroom, poly tunnel, outdoor gym, low ropes trail, tactile trail, sensory integration resources, interaction rooms, sensory rooms and an outdoor sensory pod.
- The Creative Curriculum is designed to ensure that all aspects of the National Curriculum is accessible to all.
- Accreditation and qualifications are chosen to provide personalised learning pathways for each individual.
- The School has a range of vehicles to allow access to community activities.
- External Agencies provide services such as specialist PE coaching, dance therapy, music and singing sessions, sensory integration therapy and Speech and Language Therapy.

8. How do we decide about the type and amount of support your child will receive?

We constantly review our provision to ensure we are meeting all of the needs of our pupils. Resources including staffing are allocated according to the needs of individuals and class groups. Each pupils needs are identified in their SEN Statement or EHC Plan. A pupils banding should reflect the Schools provision mapping of need which is regularly reviewed.

9. How will School support your child to engage in the many activities that take place at Hillside Specialist School and College?

All pupils engage in appropriate activities and are supported by highly trained staff, to develop emotional and behavioural regulation and flexibility of thought. External educational visits are risk assessed to ensure that all pupils are able to access suitable learning and community activities to make progress in social communication and interaction.

School staff use their skills and knowledge to present activities in an autism friendly manner to remove barriers to learning. This includes activities such as sports day, farm visits, den building, Christmas production and Summer performance.

10. How will we support the Emotional and Social Development of your child?

In addition to the information listed above, we liaise closely with other Agencies, such as:-

- The Transitions Team
- Social Workers
- CAMHS
- Parent Partnership
- School and Epilepsy Nurses
- Educational Psychologists
- Respite Services

Emotional and Social development is addressed through PSHE lessons, assemblies, circle time, social skills groups and leisure activities. Worry boxes are located in School for pupils to access and share their feelings in a confidential way. The School has introduced a tracking system that looks at communication, social interaction, flexibility of thought and emotional regulation.

11. Who is responsible for the Special Educational Needs of all the children at Hillside Specialist School and College?

The overall responsibility lies with the Headteacher.

12. How will we ensure that your child is taught and supported by staff who are well trained and experts in working with Special Educational Needs?

To ensure we provide the best possible education for our pupils, all our staff complete a yearly skills audit which is used to identify staff training needs which feeds into INSET and whole School meetings. The School has an induction programme which is supported by an experienced mentor and continues with an annual appraisal and ongoing professional development.

13. How accessible is the school environment for your child?

The College provision is purpose built and is fully accessible. It was opened in September 2014.

The primary and secondary provision comprises of a variety of buildings of different ages and design. Some classrooms and resource areas are located on the first floor which can only be accessed via stairs. Some of the ground floor areas are accessed by a small number of steps.

The main School reception is accessible via a ramp or steps.

The classrooms are designed to be low arousal environments with specific areas designated for individual work (TEACCH workstations), group work and to meet the pupils sensory needs. Visuals are used throughout the School to support pupils understanding. All classrooms have access to a Clevertouch board and each pupil has an individual iPad to support their learning.

14. What arrangements are available for consulting with you as a parent or carer?

The School values the strong relationship built between parents/carers and School staff; believing that the sharing of information between home and School is essential in ensuring all our pupils are challenged to meet their true potential in all aspects of learning. Before the start of the academic year parents/carers are provided with information relating to their child's Teacher and Teaching Assistants.

The School maintains regular communication with parents through telephone calls, emails, chat book system, parental questionnaires, PLP and end of year report feedback sheets, departmental open mornings, parents evenings, annual reviews, multi-agency meetings, parent workshops, courses and an open door policy.

Our engagement with parents and carers has been audited and accredited by the Leading Parent Partnership Award (2015 – 2018).

15. How will we consult and involve your child in their education?

Strong relationships between pupils and staff ensure pupil voice is heard and acted upon.

The School Council meets on a termly basis and the views shared with SLT and Governors.

16. What can you do if you have a complaint concerning the provision made for your child at School?

Parents/Carers are encouraged to speak to their child's class teacher in the first instance. Concerns can also be addressed to the Senior Leadership Team, the Chair of Governors, Local Authority, or Ofsted.

17. How will we involve other bodies including health and social services bodies, Local Authority, support services and voluntary organisations, in meeting the needs of your child and family?

We are committed to meeting the needs of our pupils and families through a multi-agency approach.

18. What additional help and support is available for your family?

We value our partnership with parents and carers. We have introduced a parent liaison Higher Level Teaching Assistant who is able to support you with resources for use in the home environment.

Please contact School for further information on support services and facilities in your area.

19. How will we support your child when they transfer between phases of education or prepare for adulthood?

This is addressed on an individual basis to meet the differing needs of our pupils. Strategies may include:

- Supported visits to other settings
- Stay and Play sessions for our Early Years department
- Information gathering sessions to other settings/home environment
- Information packs to provide pupils with details of their Teachers, Teaching Assistants and learning environment
- Liaison with Transitions Team, Supported Living or Respite Services
- Transition Reviews take place for all pupils in years 9, 11 and 14.

20. Where will you find information about the LEA Local Offer?

You can find our Local Offer on our School website www.hillside.lancsngfl.ac.uk You will also find a link to the Local Authorities Offer by clicking the SEND tab on our “Parents tab, useful links” page of the website. This will lead you to Lancashire Schools Local Offers and additional SEND information.