





Inclusion with other settings


Equivalent to:


 Band E / E1

 Band F / E2

 Band G / E3

 Band H / E4

 Band I / E5

 Band I+ / E5+

Lunchtime clubs

Provision Mapping at Hillside Specialist School

In addition to all below a small minority of pupils will require a higher level of intensive support from a multi-disciplinary team to meet severe and complex needs. A high staff: pupil ratio required to provide targeted support for high risk behaviour all day

In addition to all below a minority of pupils receive a personalised curriculum from a multi-disciplinary team throughout the day. 2:1 support for complex wide ranging needs with challenging behaviour and/or associated communication difficulties. Targeted support for high risk behaviour all day, enhanced support and help for independence skills

In addition to all below a minority of pupils will receive frequent input from Speech and Language staff, multi-sensory delivery throughout the day, multi-disciplinary support for most of the day, specialist teacher advice and input, targeted support for most of the day for high risk behaviour, constant supervision to ensure safety at all times.

In addition to below some pupils will receive regular programming and updating of communication Programmes, additional support to implement crisis management plan, support at unstructured times promoting social skills and awareness of danger, targeted, individual support for some of the day as a result of a risk assessment (eg due to challenging/high risk behaviour, strategies to manage regular or occasional self harming behaviours. Implementation of multi-disciplinary support for personal care for some of the day.

In addition to below the majority of pupils will receive more 1:1 teaching, speech and language therapy input, support to develop effective communication and interaction support to develop attention and concentration skills throughout the day, specific targeted strategies to enhance communication throughout the day, daily health related programmes, multi-sensory delivery approach to learning for most of the curriculum, adult intervention to structure learning in lessons at unstructured times, strategies to maintain fine and gross motor skills.

All pupils receive an individualised curriculum, assistive or alternative communication aids used eg Makaton, Tap2Talk, Proloquo2Go, PECS to enhance the communication environment throughout the day. Staffing identified to support pupils in accessing the curriculum either in small groups or on a one to one basis. Classes are grouped in ability (sensory/more able) with a Class Teacher and 2 or 3 Support Staff depending on class size. Support to facilitate effective communication, interaction and curriculum access /personal development. Strategies to support and develop self help and independence skills. Support to develop attention and concentration skill Specialist support is available via the weekly visits of Speech and Language and Sensory Integration Therapists, staff within School are also trained to assist with specialist, targeted support. Strategies to support fine and gross motor skills. Implementation of health related programmes, health care plans are also supported. Support to develop age appropriate behaviour skills. Positive Handling Plan in place (if required), supervision to ensure safety at unstructured times.

Specialist in communication and interaction

Educational & Residential Visits

Vocational Learning

Out of school provision:
Holiday club, Saturday club & after school clubs

Independent Travel