



**SEND Information Report and Policy  
2024-2025**

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## **VALUES, VISION, AIMS AND OBJECTIVES FOR SEND IN OUR SCHOOL**

Hillview School for Girls is a fully inclusive school. We believe that all learners should have the opportunity to unlock their pure potential to drive their future and thrive in society.

We believe, by providing effective building blocks, students with Special Educational Needs can complete appropriate examinations to gain access to future education or employment. Learners with Special Educational Needs, at Hillview School for Girls, will be supported to enable them to take ownership of their needs to develop the independence they will require when moving forward into their adult life.

### **Aims**

- To ensure the identification of all learners requiring SEND support at the earliest opportunity in their school career, in accordance with SEND Code of Practice, 2015.
- To ensure that learners with SEND have access to a broad and balanced curriculum, including those subjects which fall within the National Curriculum in line with the Equality Act, 2010.
- To work to ensure that learners with SEND are taught a range of skills that effectively support them to fully participate in all school activities.
- To raise the aspirations of and expectations for all students with SEND.
- To prepare learners with SEND for moving to the next phase of their education or employment.
- To ensure that parents of learners with SEND are consulted and informed of the support their child is receiving, the intended outcomes of such support and the subsequent progress their child is making.
- To keep learners at the centre of planning by involving learners with SEND, where practicable, in decisions affecting their support and provision.
- Ensure the provision set by the school is proportionate and appropriate.

### **Objectives**

- Staff members to identify the needs of learners with SEND as early as possible and use the graduated approach, reporting any significant concerns and barriers to progress to the SEN Team.
- Monitor and promote the progress of all learners in order to aid the identification of those learners with SEND and report any concerns to the SENCo.
- Develop responsive provision to overcome barriers to learning for learners with SEND, including the sharing of relevant information with staff.
- Provide a broad, balanced and suitably scaffolded curriculum for all learners with SEND which embeds Hillview's universal approaches.
- Ensure that learners with SEND are prepared for moving to the next phase of their education or employment.
- Work with parents and carers to gain a better understanding of their child and to involve them in all stages of their child's education.
- Work with, and in support of, outside agencies when the learner's needs cannot be met by the school alone.

## **DEFINITION OF SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions, (SEND Code of Practice 2015, p 16).

### **Definition of disability**

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long- term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (SEND Code of Practice, 2015, p16).

## THE LEARNING SUPPORT TEAM

Allison Powell  
SEND Director/  
SENCo



Katy Morford  
Assistant SENCo  
(View@East Street)



Nathalie Lansell  
Senior LSA



Sam Wicks  
Neurodiversity Lead/  
Senior LSA



Louise Taylor  
SEN Administrator



Melanie Homewood  
LSA



Caroline Johnstone  
LSA



Tareq Othman  
LSA



Julian Evans  
LSA



Alice Burbage  
LSA



Munnisha Shaik  
LSA



Joanne Roberts  
LSA



Sofia Renzullo  
LSA



Andrew Juxon  
LSA



SEND Link trustee: Mr Tim Brown  
SLT Line Manager: Mrs Rebecca Edwins

Students at Hillview have access to a Mentor, a Student Support Manager, Leader of Community and Head of Key Stage.

### The safeguarding leads in the school are:

Mrs Rebecca Edwins – DSL Deputy Headteacher  
Mrs Holly Smith – Assistant Headteacher  
Mrs Tracey Boswell – Deputy DSL and attendance  
Ms Teresa Boag – Assistant Headteacher  
Ms Holly Smith is also responsible for Looked After Children  
Mrs Teresa Copeland – Centre Lead for The View @ East Street  
Ms Felicity Smith – Deputy centre lead for The View @ East Street

At Hillview, support staff (Learning Support Assistants and Senior Learning Support Assistants) are deployed to deliver SEND Support by leading interventions outside of the classroom, and to offer support within the classroom. Priority is given to learners with Education, Health and Care Plans in core subjects. An EHCP does not necessarily entitle a learner to one-to-one support. One- to- one support is given to any student with SEN regardless of EHCP status only when this is deemed appropriate and necessary as stated in section F of their EHCP, or on their provision plan or personalised support plan.

All students receiving SEND support who have EHCPs or those requiring significant levels of support in Key Stages 3, 4 and 5, are allocated a keyworker from the Learning Support Team. This person is a point of contact for learners, and when appropriate, their parents. Learning Support staff work closely with the SENCo, mentors, class teachers, Student Support Managers and Leaders of Key Stages.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood.

## **SUPPORTIVE SPACE**

At Hillview we have a learning support area which comprises the SENCos' and SEN administrators' office, an office for our senior learning support assistants and a main intervention space, with multiple tables and screens for privacy, a meeting room, a sensory room with sofas and a classroom for group interventions.

## **OUR APPROACH TO IDENTIFICATION**

### **Identification and assessment of students with special educational needs**

Students are identified as potentially requiring learning support in a number of ways:

- Information from primary feeder school
- Existing EHCP on arrival at Hillview
- The outcomes of KS2 tests
- Screening through NGRT or MidYIS/YELLAS English on entry into school
- Screening of students on the SEND register referral by teaching staff
- Referral by Head of Key stage
- Information from parents or carers
- Information from outside agencies, including the health service or social services.

It can be a common misconception to assume that slow progress and low attainment mean that a child has SEND. This is not necessarily the case and should not automatically lead to a student being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age

means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties (SEN Code of Practice 2015)

Children or Young People who have been diagnosed with a condition (speech and language need, dyslexia, autism etc) may have a recognised Special Educational Need will automatically be included on the SEND register. Although all learners with recognised SEN will be included on the SEN register, so will show in the school's official SEN figures, and all are supported, most will not require direct input from the SEN department as their needs will be met through the Hillview pastoral and curriculum offer which utilises inclusive approaches. They may not require significant, additional and personalised support as they may be accessing learning and making progress. As such, the needs of many with SEND are met appropriately through high quality inclusive teaching in the classroom. **Although we encourage collaborations wherever possible regarding provisions of support, decisions are at the discretion of Hillview School.**

When recording the type of SEND, the SEND Code of Practice does not assume that there are hard and fast categories of SEND. Instead, it recognises four broad areas:

**Communication and Interaction**

for example students with autism or speech and language difficulties.

**Cognition and Learning**

for example students with dyslexia.

**Social, Emotional and Mental Health**

for example students with Anxiety.

**Physical and Sensory**

for example students with visual impairments.

**Our internal codes used on arbor are as follows:**

**E** – Learner has an Educational Health Care Plan

**K** – Learner is in receipt of SEN support. There is a known difficulty.

**M** –Suspect or know there are difficulties met through high quality teaching.

**N** – Has had a previous entry for SEN at primary school. This could have been reading support, but no longer requires this support.

Learners allocated the code 'monitoring' are not included on the school's official SEN register, the student's need will, however, appear in the 'SEN Need' section on all class registers. This ensures staff are aware of any SEND the learner may have and that they must appropriately scaffold and use targeted strategies. Strategies may be generalised to a specific need or personalised. The Learning Support team share a summary of appropriate

strategies to the teaching staff via the school bulletin, whole school CPD, 'Talk about child' meetings and in staff briefings following personalised plan reviews and other such meetings. This information is also available on the SEN register and on any personalised plans. See example of provision on page 12.

The 2015 SEND Code of practice states that there is only one level of SEND those receiving '**SEND Support**'. These learners are engaged in the cycle of Assess, Plan Do, Review, detailed below. All learners with an EHC Plan fall within this category, as do those learners who do not have an EHC Plan but who are in receipt of additional support. The SEN Register tile on SharePoint for staff highlights which learners are within the 'SEND Support' category or

who have an EHC Plan, Each learners SEN profile or personalised plan is found there. Some learners who are 'monitoring' were sometimes included on this register in the past, where this was agreed they will remain on this for the duration of time that they require the specific strategies and information had been agreed with parents and shared with staff.

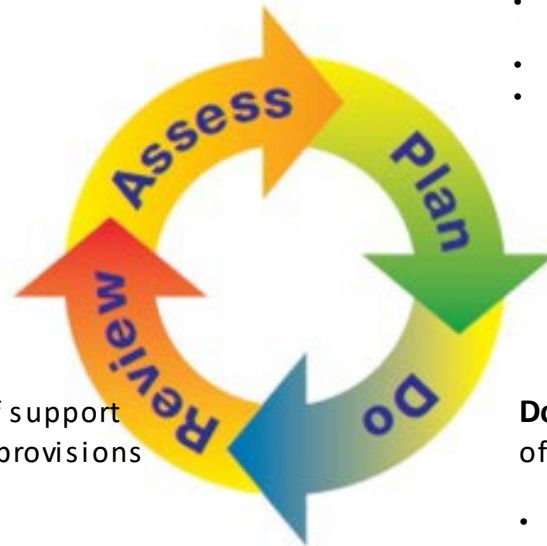
For learners who are in significant, additional and personalised support without which they could not access learning, and those with a diagnosis will be included on the SEND register. This register is a working document that is reviewed and amended frequently. Learners should expect to be added and removed during their time at the school as their progress and support needs are reviewed. Learners' parents or carers will be informed of any changes when these reviews take place. **Hillview School reserves the right to alter internal codes for a learner.**

**The graduated approach is applied as follows.**



**Assess** - identify needs to inform planning and appropriate provision

- Information from primary feeder school, transition visits.
- Existing EHCP on arrival at Hillview -
- The outcomes of KS2 tests
- Screening in English and Mathematics on entry into school (TBC)
- Screening of students on the SEN register
- Referral by teaching staff - in class monitoring
- Referral by Head of key stage/student support manager.
- Information from parents
- Pupil views
- External assessments from Ed Psychologist/Clinicians
- Data drop analysis.



**Review** – continually review effectiveness of support and measure impact against personalised/provisions plans.

- Check if targets have been met by:  
Monitoring student progress/welfare – data analysis, round robins, student voice, parental feedback, learning walks/book scrutiny, track behaviour points/sanctions, LSA feedback.
- Feedback to parents in SEN review/annual review.
- Parent and pupil views given.
- Adjustments made to provision/personalised plans
- Adjust SEN code if needed.
- Inform teachers of targets met/new targets.

**Plan** - Use assessment information and views to plan teaching and interventions to address the specific needs of students, setting SMART targets.

- Pupil profiles written – shared with parents
- Key worker given – needs shared
- Provision plans written and updated (Annual reviews) -Specific Measurable Achievable Realistic Timely (SMART) targets set in SEN review meetings.
- Personalised plans written and updated (K) - Specific Measurable Achievable Realistic Timely (SMART) targets set in Annual review meetings.
- Plans sent to parents to confirm.
- Information shared with teachers (student conference if needed)

**Do** – Implement, support and gain a greater understanding of how the pupil learns and engages.

- High quality teaching following the personalised/provision plans/strategies - in class differentiation/scaffolding given.
- Interventions (see CS provision map)
- External expert provision
- Teachers continuous referral to CS
- Referral to external agencies as needed.

At Hillview School for Girls, the teaching staff and support staff are experienced in identifying Special Educational Needs. Through effective communication, monitoring and discussion we may consider a learner using the 'graduated approach', also referred to as Assess, Plan, Do, Review (APDR).

## **ASSESS**

In identifying a learner as needing SEND support, the subject teachers, working with the SEN Team, when necessary, should carry out a clear analysis of the learner's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents or carers. The opinion and feelings of the individual and advice from external support services will also be considered by the SEN Team where appropriate. Any parental concerns will be recorded and compared with the school's information and assessment data on how the learner is progressing.

This analysis will require regular review to ensure that:

- support and intervention are matched to level of need;
- barriers to learning are clearly identified and are being reduced
- the interventions being used are developing and evolving as required. These should be targeted, via baseline assessment and time-limited. They should be reviewed termly to evaluate impact and learner progress.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents or carers if required.

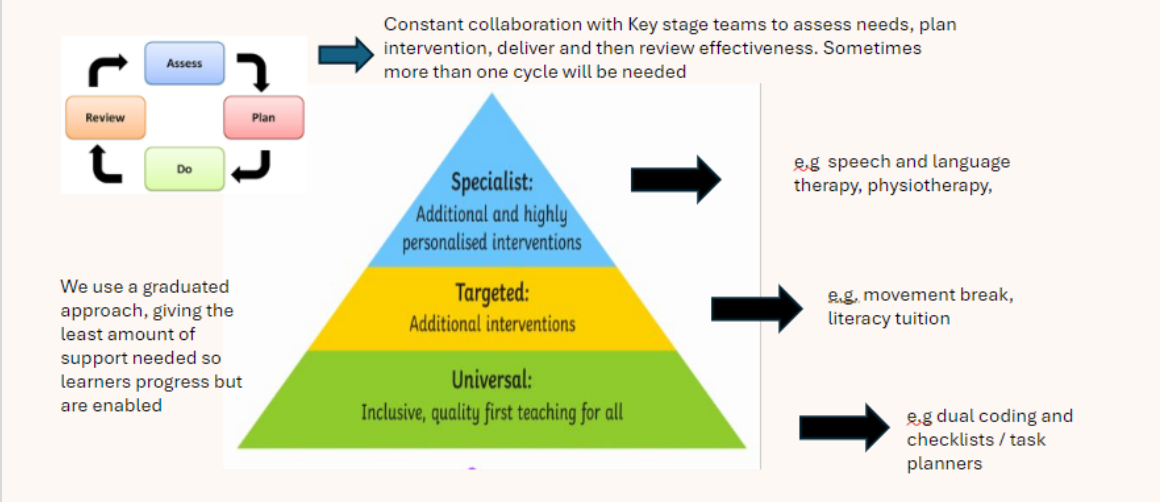
## **PLAN**

When it is decided to provide a learner with SEND support, parents or carers will be informed in writing about the strategies and who the learner's allocated key worker is. Collaboration will take place to construct an informed and accurate profile. Planning may involve consultation between the teacher, Leader of Key Stage, SENCo, Student Support Team and parents or carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement should be sought to reinforce or contribute to progress at home.

If a student is not making progress, evidenced through the data analysis which demonstrates that no progress is being made across the core curriculum in comparison to their peers, despite substantial targeted and specialist intervention in more than one assess, plan, do and review cycle then a personalised plan will be formulated in collaboration with the learner, parents or carers and learning support department.

All those working with the learner, including support staff, will be informed by the key worker or SEN Team of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**DO**



The Mentor, Leader of Key Stage, Student Support Manager, and subject teachers remain responsible for working with the learner on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with the SENCo, Learning Support Assistants, Senior LSAs, and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the learner’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEN Team.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. *The Revised SEN Code of Practice (6.4, 2015)*

We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. Rosenshein's principles of learning, one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered in lessons or by additional staff employed through the funding provided to the school as 'notional SEND funding'.

## **SUPPORTING TRANSITION**

At Hillview School for Girls, we work closely with the educational settings used by the learners before they transfer to us in order to seek the information that will make the transfer from primary to secondary as seamless as possible.

We also contribute information to a learner's onward destination by providing information to the next setting such as another secondary school, FE college, apprenticeship provider, or higher education establishment.

### **What provision is made for students with SEND at key transition points**

**Year 6** – senior staff members or SENCO visit learners with EHC plans at their primary schools to support smooth transition. They may attend the Annual Review for the learner at their current school to begin provision planning collaboratively. The Specialist Teaching and Learning Service can also provide support to transition learners who have complex needs in conjunction with Hillview. Additional transition days may be offered.

**Year 9** – The key stage 3 team and SENCO work with the key stage 4 team to support learners to select options that are in line with their career aims. Learners retain some key staff members such as Mentor and student Support Manager where possible to maintain continuity in terms of pastoral support. Some learners may take a reduced number of options if needs suggest this may be beneficial however we aim high for our learners and believe in the importance of a wide curriculum, so this is not a common occurrence.

**Year 11** The key stage 4 team and SENCO work in conjunction with the learner with SEN to ensure that there is a considered transition to the next setting where possible. This may include meetings with the SEN team at the new setting alongside whole school initiatives such as future pathways.

**Year 12/13** -The key stage 4, 5 and SENCO meet to discuss effective transition. Learners progressing to sixth form at Hillview have the benefit of a team who they already know. External learners are assessed quickly by staff members and via paperwork from their previous settings to ensure that diagnoses and difficulties are documented on the school systems, Arbor and The SEN register where needed.

Provision map example

Adaptions	<p><b>Cognition and Learning</b> Including Dyslexia Moderate learning difficulty, dyspraxia. (Specific learning Difficulty), Moderate learning difficulty (MLD), severe learning difficulty (SLD)</p> <p>High quality inclusive teaching support embeds universal strategies across all subject areas, supported through whole school CPD. These are:</p> <p><b>Universal Strategies</b></p> <ul style="list-style-type: none"> <li>□ Clear Boundaries/Expectations</li> <li>□ Chunking (10 and 20 minute tasks)</li> <li>□ Check-ins (Checking understanding x 2/lesson in a learner preferred way)</li> <li>□ Task Planner/ Tick List</li> <li>□ Praise (Using positive praise and recognition)</li> <li>□ Movement (e.g. Handing out books or worksheets, allowing learner to doodle while listening, etc.)</li> </ul> <p><b>In addition we offer:</b></p> <ul style="list-style-type: none"> <li>Home-work club, Nurture club</li> <li>Sit at front of class, Handouts (on colour if required), Coloured overlays &amp; reading rulers, lined paper. Avoid copying from board, Task lists/managers, sentence starters, keyword banks, chunking, more thinking time, visual cues, bite size instructions, prompts. Do not ask to read out loud. Regular check in, RAG planner. Laptop use</li> <li>Reading pen</li> </ul>	<p><b>Social, emotional and mental health (SEMH)</b> Including ADHD, OCD, ODD, ASD, bipolar BSA, depression, eating disorders.</p> <p>High quality inclusive teaching support strategies including universal strategies and communication with peer or. In addition - rest breaks room, movement breaks, Exit for medium Thera putty LS Gardening initiative</p>	<p><b>Communication and interaction</b> Including ASC/ASD Speech and language and communication disorder (SpLD), hearing impairment.</p> <p>High quality inclusive teaching including universal strategies and the following support strategies: Home-work club Noise cancelling headphones/earphones</p>	<p><b>Physical and sensory</b> Including Hearing/visual impairment, physical difficulty (PD). High level medical needs.</p> <p>High quality inclusive teaching including universal strategies and the following support strategies: Home-work club Individual Health and Care Plan (IHCP) Fine motor support - Blue tac / Medium TheraPutty Headphones / noise cancelling headphones / loops Environmental audit - classroom</p>	<p><b>Planning for Adulthood</b> Increasing skills for successful life beyond Hillview</p> <p>High quality inclusive teaching in PDL, Mentor, Assemblies and whole school events which include universal strategies and the following support strategies: Support to choose Y9 options Support to take part in a range of Enterprise and Community opportunities Noise cancelling headphones, loops, music Apps to support executive function and to manage anxiety eg. Brain in hand, Headspace</p>
'K' SEN	<p>Any strategies in Adaptions Literacy intervention (out of lessons) Numeracy intervention (out of lessons) 1:1 reading buddies Reduced curriculum – 1:1 in CS Yr 9 Dyslexia support Pre-teaching or over-learning key knowledge/skills Memory magiC/games Dyslexia or dyscalculia screening</p>	<p>Check ins, Safe space Exit card, Movement break Counselling, Early help, Kent school Nurse, CAMHS Focus – Two Bridges outreach, Rosewood referral. Positive report Boxall/SCA – mental health screening PSP (pastoral support programme) Push and pull factors, Understanding anxiety - Thoughts, Feelings, Body Sensations, and Behaviours model Zones of regulation, Five-point scale Anxiety thermometer Sensory circuits Mindfulness/relaxation techniques (plum village.uk, headspace.com), Breathing techniques Step ladder to success, Reward programme (home/school), LS positive reports LS wellbeing pets ASC for girls wellbeing toolkit</p>	<p>Speech and language therapy referral to – Donna Hope EAL tutoring Sensory circuits Safe space Social understanding 'Talkabout for Teenagers' Programme Understanding Self 'Talkabout Theory of Mind' Programme Role play, social stories, Comic strip conversations Drawing and Talking Friendship group – specialist interest or games based Lunchtime, group 'mini mentor' Specialised Teaching and Learning Service (STLS) advice</p>	<p>Sensory circuits Speed up handwriting programme Uniform agreements Sensory profile Zones of regulation 5 point scale Touch typing lessons</p>	<p>Support for problem solving Study skills support including how referencing, revision time, identifying command words and understanding the language in questions, exam technique. Executive function support – support to effectively use technology -laptop, speech to text, read aloud function, AI such as co-pilot and Chat GPT ethically to scaffold. Links with Hadlow College (Animal Management Department and Gardens to support transition to college, careers, wellbeing). Person-centred support to reduce reliance and move to a team led model to increase independence. Zones of regulation, mindfulness, healthy body initiatives. Enterprise opportunities centred on crafts &amp; gardening Future Pathways careers individualised support</p>
EHCP	Any strategies in A or K	Any strategies in A or K	Any strategies in A or K ASD surgery	Any strategies in A or K Physiotherapy Occupational therapy (sensory diet)	Any strategies in A or K

## **REVIEW – how do we track progress and achievements of learners with SEND**

The progress of learners with special educational needs is kept under regular review. Whole school assessments are completed in each year and the systematic analysis of the achievement of different groups in the school includes that of learners with different levels of special educational needs. Every learner in the school has their progress tracked once every large term. The assessments we use at Hillview School for Girls are termly assessments, end of year assessments, pre-public examinations, GCSEs, A Levels and Applied courses. Using these it will be possible to see if students are increasing their level of skills in key areas.

In addition, the SENCO keeps the progress of students with special educational needs under intensive review. This is achieved by regularly reviewing assessment data and reporting from class teachers and monitoring the support and intervention that is provided by learning Support Assistants and Literacy Assistants if appropriate. As part of the review process the SENCo will conduct testing at the start and end points of interventions, in order to review learners' progress. If these assessments do not show adequate progress is being made, the SEND support plan will be reviewed and adjusted.

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed on an agreed date. Parents/carers will have the opportunity to discuss progress with SEND staff at parent evenings, drop-in sessions and by contacting the SENCo or senior Learning support assistants by email. Additional reviews will be arranged according to need. Teachers, working with the SENCo will revise the support in light of the learner's progress. If a learner does not make expected progress over a sustained period of time school will consider involving specialists.

## **REQUESTING EHC NEEDS ASSESSMENT (EDUCATION, HEALTH AND CARE PLANS)**

If the above ADPR process is undertaken over a substantial time frame and the student continues to make inadequate progress, the SENCo can take the learner's case to the 'Local Inclusion Forum Team' (LIFT) via the termly LIFT meeting or LIFT surgeries to discuss strategies, possible support from external agencies and to consider applying for an Education, Health and Care needs assessment. This will require parental agreement. If an Education, Health and Care Plan Needs Assessment is sought, the LIFT panel advise whether the school should proceed with their application. If they decide the assessment is not appropriate at that time, they will recommend an alternative course of action.

Parents can also request an Education, Health and Care needs assessment by directly applying to Kent County Council. The decision to assess for an EHC plan rests with the Local Authority. They will take into account the history of need and interventions already trialed. If the Local Authority believes that a learner's needs can be met by the school without additional provision, it is unlikely that an EHC plan will be awarded. Please see the request an [education health and care plan process here](#).

If the EHC needs assessment of the child or young person has determined that an EHC plan is necessary, the Kent County Council SEND Assessment Team will work with the school, the young person and their family and the relevant medical and social care professionals to draw up the plan. The EHC plan would detail the education, health and social care support that must be provided to the young person who has SEND or a disability. If the school feels they are unable to meet the needs of the learner as outlined in the EHC Plan they will communicate this in writing to the LA and parents or carers. The letter will clearly outline the specific areas of need they are unable to meet.

Parents or carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. [See the IASK guidance here](#)

Once the EHC Plan has been completed and agreed, it will be kept as part of the learner's formal record and reviewed at least annually by staff, parents and the learner. The Annual Review enables provision for the learner to be evaluated and, where appropriate, for changes to be put in place.

Decisions on the admission of learners with an Education, Health and Care plan are made by the Local Authority after consultation with the school. The Headteacher, SENCo, Assistant SENCo and other key staff carefully consider if we are able to meet learner needs when responding to consultations.

## **CHILDREN WITH EHC PLANS**

Learners with Education, Health and Care Plans will have Provision Plans that are reviewed as part of this process. Parents and carers are invited to maintain regular communication with their learner's keyworker and the SENCo.

Parents of learners with an Education, Health and Care Plan will be expected to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the learner. Information will be made accessible for parents and carers. Progress in relation to the targeted outcomes will be reviewed and fed-back to the local authority. [See Annual review guidance here](#)

## **DATA PROTECTION**

EHCPs are confidential and access to EHCPs is limited, and disclosure only allowed with parental consent or other specific circumstances.

## **ACCESSIBILITY PLAN AND LEARNING ENVIRONMENT**

Children with SEND or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence-based approach utilising internal and external resources.

We consult with the Local Authority, specialist professionals and parents for guidance regarding the equipment and facilities that are required to meet the needs of our learners. This is reviewed regularly, and the recommended provision is planned for and implemented. Please see separate Accessibility plan.

## **HOW ACCESSIBLE IS THE SCHOOL AND HOW DOES THE SCHOOL ARRANGE EQUIPMENT OR FACILITIES STUDENTS NEED.**

Hillview is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The school's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.
- The school's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors



on equality issues with reference to the Equality Act 2010. Steps are taken to prevent a disabled student from being disadvantaged at the start of transition from year 6 into year 7. This involves a member of the pastoral team or learning support team attending the primary school before the student starts at Hillview. Issues such as timetabling to ensure the student is on the ground floor for lessons, equipment such as laptops, the need for enlarged text and any other areas of need are addressed and reviewed through the student's time at Hillview. If a student needs specialist equipment or teachers need specialist training a member of the Learning Support team will contact the relevant outside agencies such as Occupational Health and/or the Specialist Teaching Service. Please see the Hillview school Accessibility Plan and Equality and inclusion policy on the school website for further specific information. Hillview school for girls will ensure that arrangements are in place to support pupils with medical conditions. In doing, so we ensure that such children can access and enjoy the same opportunities at school as any other child. See supporting students with medical needs policy.

### **DYSLEXIA SCREENING**

If a student is suspected of showing dyslexic tendencies, we can provide a screening that may indicate if further exploration is required, however it does not offer a diagnosis. Before we offer a screening, we will consult with class teachers to decide if a screening is appropriate. If a screening indicates the presence of dyslexia, we explain to parents in writing that to obtain a diagnosis, we recommend contacting West Kent Dyslexia Association (<http://www.kentwestdyslexia.org.uk/>) or a qualified independent assessor. Screening will indicate if a student should be assessed for exam access arrangements and a dyslexia diagnosis is not necessary for this purpose. We are unable to award exam access arrangements due to a dyslexia diagnosis. A separate battery of assessments is required for a student to be eligible for extra time or other concessions in public examinations.

[Supporting Dyslexia at Hillview can be found here](#)

[Supporting students with ASC and ADHD can be found here](#)

## **HOW TO COMMUNICATE WITH THE SCHOOL ABOUT YOUR CHILD'S LEARNING AND NEEDS.**

You can contact staff at the school via email: [admin@hillview.kent.sch.uk](mailto:admin@hillview.kent.sch.uk)

Your concerns will be shared with the most appropriate member of staff to help your child. This could be their mentor, the head of key stage, the pastoral team (student support managers and safeguarding leads) or the learning support team. All parents of learners at Hillview School for Girls are invited to discuss the progress of their children once a year at a Parents' Consultation Evening and receive a written report each large term. In addition, we invite learners who receive SEND support and their parents. Where necessary, we can arrange meetings outside of these times. As part of our normal teaching arrangements, all learners will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents or carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the learner will be identified as having special educational needs because special educational provision is being made. Where appropriate, the parent or carer will be invited and actively supported to contribute to planning and reviewing the provision.

Parents or carers of learners with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents or carers. In addition, they may be invited to a midyear review where they, the learner and the SEN Team can review progress and the current provision.

When a learner has been identified to have special educational needs because special educational provision is being made for him or her, the learner will be consulted about and involved in the] arrangements made for them as part of person-centred planning. Parents or carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **FUNDING**

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for learners with high needs, and above that amount the Local Authority should provide

top up to the school via an application through High Needs Funding, from Kent County Council, in line with their criteria.

Higher Needs Funding is not necessary for a child to receive support. Support will be provided based on assessment of the level of SEN and advice from outside professionals where appropriate. Higher Needs funding will be sought only if required to meet additional needs that could not otherwise be funded by the school.

## **WORKING WITH EXTERNAL PARTNERS – THE LOCAL OFFER**

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs>. The SENCo should be aware of any parents of learners with SEND, or who may have SEND, who may not have internet access. They can arrange for those parents or carers to be supported in gaining the information they require. Written Parental Consent is sought before approaching any external agency.

## **STUDENTS WITH MEDICAL CONDITIONS**

Refer to the school's policy 'Supporting Students with Medical Conditions'.

## **STUDENTS WITH SOCIAL EMOTIONAL AND MENTAL HEALTH NEEDS**

A growing number of young people are struggling with social, emotional and mental health needs, most notably anxiety. These needs are frequently linked to ASD or AD(H)D traits or diagnoses.

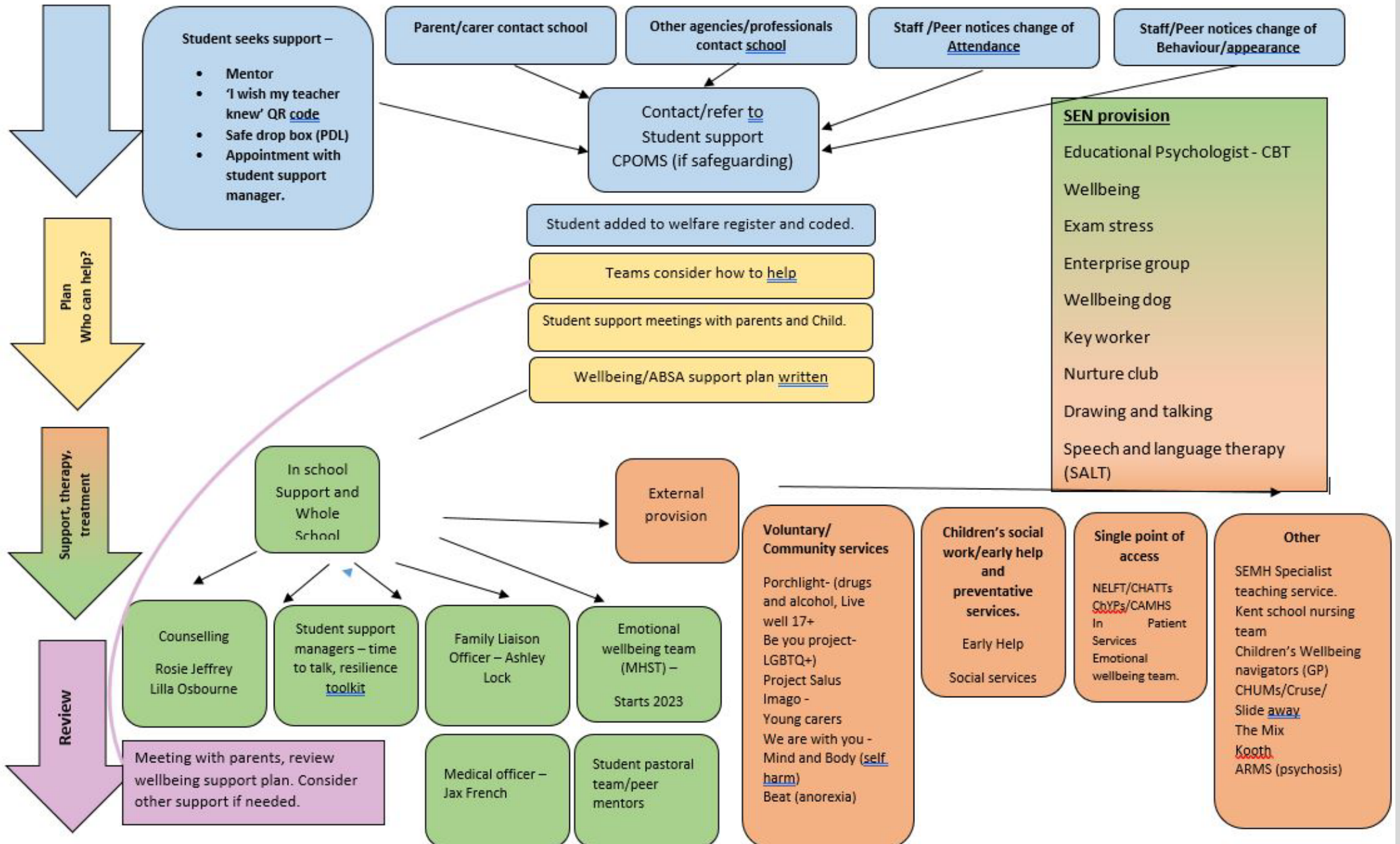
In order to meet the needs of those students with social and emotional difficulties we have the support of the school pastoral team.

This team comprises of Mrs Edwins – Deputy Headteacher, Mrs Boag - Assistant Headteacher (Designated Mental Health Lead), Mrs French - the Medical officer and Student Support Managers; Year 7 – Ms Louiza Bromley, Year 8 - Ms Jane Cooke, Year 9 – Mrs Sophie Pizzey, Year 10 – Miss Kerry Histed, Year 11 – Ms Kerry Waite. This team can also provide access to outside agencies such as professional counselling and Emotional Health and Wellbeing support, when necessary, through the Early Interventions and/or LIFT process. There is more information regarding the external agencies support that is available through Kent's Local Offer.

The diagram below highlights the assess, plan do review process for pastoral support at Hillview.

Hillview School reserves the right to alter the process and options of support on an individual basis.

# Student Wellbeing Journey



## **STAFF TRAINING**

Continued professional staff development, include twilight sessions, staff meetings and departments regularly reflect Special Educational Needs, continually reviewing progress and scaffolding to promote inclusion of all children. The SEN Team and LSAs have a weekly in house training session and regularly attend external training to ensure support for learners with SEND is relevant and up-to-date.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. These may include special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEND funding.

## **EXAM ACCESS ARRANGEMENTS**

The assessment of students' needs in relation to the completion of external examinations is an important factor in ensuring all students have a fair chance in line with the Equality Act 2010. The exam access arrangements testing process takes place towards the end of year 9, during which students who are known to have a history of need with the Learning Support Department will complete a range of tests with the SENCo and a member of staff qualified in the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), who is British Psychological Society registered. To ensure that all learners are treated equally with regards to exam access arrangements, reports from external agencies or assessors recommending specific concessions are not accepted.

The guidelines that are produced by the Joint Council for Qualifications (JCQ) are then used to determine the eligibility of the students for exam access arrangements.

If a specialist concession is granted a learner must then use this concession in their lessons to demonstrate that it is their normal way of working. For example, if they are granted the use of a word processor then they must use a word processor in their lessons and any Pre-Public Examinations. If a learner does not do this, the concession must be withdrawn as stipulated in the JCQ regulations. Evidence from Hillview teachers that there is a history of need is required to obtain concessions.

## **The View @ East St and Viewpoint**

The View @ East Street is a satellite provision that provides Post-16 curriculum provision at Level 1 and 2 and in addition to this, Year 10 and 11 support learners who present with anxiety based school avoidance (ABSA). Post-16 students are on roll at Hillview School for Girls, whereas students on the ViewPoint provision may be registered at local secondary schools in West Kent.

## **VALUES & VISION FOR SEND**

As with the main site at Hillview School for Girls, The View & ViewPoint is fully inclusive. We believe that all learners should have the opportunity to unlock their pure potential to drive their future and thrive in society. We believe, by providing effective building blocks, learners with Special Educational Needs and Social, Emotional and Mental Health Needs (SEMH) can complete appropriate examinations to gain access to future education or employment showing progression in their studies. Learners will be supported to enable them to take ownership of their needs to develop the independence they will require when moving forward into their adult life.

Staff at The View and ViewPoint will have a responsibility to follow all aspects of The Hillview SEN Policy and practices set out in this policy and appendices. This will ensure identification of need, all learners having access to SEN support where needed and an appropriate curriculum in place to support aspiration and success. Personnel at the Centre will have day-to-day organisation of SEND support and identification through monitoring and support practices. Weekly academic and welfare reviews with all key staff will support early identification and actions thereafter.

## **PERSONNEL**

Centre Leader: Mrs Teresa Copeland

Pastoral Manager: Mrs Felicity Smith

The View: Teaching Staff

The View: Teaching Assistants

The View: SEND Link member of staff.

**For further support in identifying and supporting SEND, we will work closely with:**

SEND Director / SENCO: Ms Allison Powell

SEND LINK TRUSTEE: Mr Tim Brown

Responsible for Children who are Looked After (CAL): Mrs Holly Smith

Responsible for Pupil Premium: Mr Paul Ryder

## **Learners in ViewPoint and registered at other schools.**

The Centre staff will follow appropriate procedure in line with this policy. However, key staff at the learner's home school will have a responsibility and be involved in any SEND in relation to the support but also if need is highlighted when working with their learners. It is expected that the Home School will finance any SEND identification with professionals and monitoring activities with the support of ViewPoint staff. Key links to the home school are made to enable a joint approach in SEND. Any exam access arrangements will need to be submitted to JCQ by the deadlines stipulated by the home school.

## **COMPLAINTS PROCESS**

Our complaints procedure is found on the school website [here](#).

This enables parents or carers of all registered learners at the school to raise concerns about the school. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

## **Hillview School for Girls**

### **Trustees' SEND Policy 2023 -24**

**Main compilers:** Allison Powell SEND Director  
Letty Neill Assistant Headteacher

**Date of approval by Trustees:** 17th June 2024

**Most recent update:** 17th June 2024

**Consulted:**

Children & Families Act 2014  
Equality Act 2010  
SEND Regulations 2014  
SEND Code of Practice 2015

**Links with other policies:**

Admissions  
Behaviour  
Child Protection  
Communication  
Complaints  
Equal Opportunities  
GDPR Privacy Notice  
Medical  
Accessibility plan

**Anticipated review date:** June 2025