



Hillcrest Shifnal School SEN Information Report.

This document is regarded as a live document, and as such it is subject to periodic review and amendment. (Updated September 2021)

1.The kinds of special educational needs for which provision is made at the school

Hillcrest Shifnal School is a Specialist Independent SEMH Provision, fully inclusive school. We strive to ensure that all pupils reach their full potential regardless of whether they have a special educational need or disability.

Our school provides education to meet the Special Educational Needs of Pupils with predominantly Social, Emotional and Mental health needs, often due to attachment need or as a result of complex trauma. However our approach to the curriculum, differentiation and school support means we can also meet need for pupils additional difficulties which impact on their learning, such as, Autistic Spectrum Conditions (ASC), Dyslexia and Attention Deficit and Hyperactivity Disorder (ADHD), etc.

Our aim is provide a balanced and bespoke curriculum which will enable students the room to grow and develop into confident, creative and well-rounded members of the community. We do this via promoting independence

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

The majority of our Pupils join us having already received Education, Health and care Plane, however via rigorous screening and observation within our Transitions team we aim to identify those Pupils with special educational needs who have not been identified. Pupils are identified as having a special educational need in a number of ways; the triggers for interventions could be the concerns shown by the teacher or others closely working with the Pupil, and these are underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupils identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills, which results in poor attainment in these areas
- Presents persistent emotional or behavioural difficulties
- Has sensory or physical problems resulting in the pupil making significantly slower progress than others
- Has a communication and / or interaction difficulty

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The progress of all pupils is tracked throughout the year via informal and formal assessment, and underperformance is tackled immediately through a range of strategies, such as 1:1 work with a teacher or teaching assistant, specialist intervention as advised by the school SENCo, or support from the Multi Disciplinary Clinical Team . More information can be accessed on our school website, where the following policies are available:

SEND Policy

Positive Behaviour Policy

Safeguarding Policy

Accessibility Plan

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

Plans, including:

(a) How the school evaluates the effectiveness of its provision for such pupils;

Intervention and support of Pupils is monitored on a half-termly basis by the class teacher leading interventions, Heads of Primary and Secondary, and SENCo as well as the Behaviour Coach and Safeguarding and Welfare Manager where appropriate. Where bespoke interventions are put in to place TAC and Internal Case conferences are also held to measure progress and complete the PLAN, DO, REVIEW cycle. A range of evidence is analysed when measuring progress, such as achievement from baseline, progress made since start of academic year, and comparison against national and local attainment data of pupils with SEND. Baseline assessment that is standardised (SWST, SWRT, YARK, Edinburgh Reading Test, Graded Reading and Spelling Test, and Progress in English, Maths and Science, SDQ and Emotional Literacy and Interaction Baselines are also used.

In addition the views of the Pupil and Parent are also considered via the Pupil and Parent Views form and via consultation, be this arranged consultation or the formal Annual Review Process.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Class teachers meet with parents and carers of pupils twice yearly to discuss the classroom learning and interventions being delivered, and their child's subsequent progress. Parents and Carers are also encouraged to reinforce the work being done in school at home.

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Any pupil with an Education Health Care Plan has a formal Annual Review Meeting in which progress is discussed, and targets set for the next academic year. Parents and all professionals involved are invited to attend and contribute, along with the family, and the pupil themselves.

Every Pupil within the provision also has an ILP, Learning targets and provision are listed on this, these are reviewed 6 monthly as well as at the time of an EHCP review or PEP review for Looked After Children.

(c) The school's approach to teaching pupils with special educational needs;

We are a fully inclusive school, and we aim to ensure that all pupils achieve to their full potential; this may be through differentiation of activities, small group work, or through 1:1 support with either a teacher or teaching assistant.

Each class has an assigned staff to support learning who are able to deliver 1-1 support. The school employs a staff who are experienced in working with pupils with a wide range of special education needs, using support programmes that are specific to individual children.

Within our school learning opportunities will be differentiated and curriculum offerings tailored to meet individual need. Pupils will experience learning opportunities where resources, outcomes, modes of recording and support in place is considered to enable each student to achieve. Alongside this, learning opportunities will be provided in line with EHCP outcome and provision listed.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

The curriculum and teaching sequences are adapted to the needs of the individual, and this is the responsibility of the class teacher in the first instance. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

The curriculum may be adapted via the curriculum offering, the addition of individual or group intervention, and via pupil interest and need.

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are required to adapt the curriculum to ensure access to learning for all pupils in their class. This includes making adjustments to seating plans.

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.



- Our teachers will use specific resources and various strategies to support your child individually and in groups, this might include using:
 - a. Visual timetables
 - b. Visual and concrete cues
 - c. Visual prompts when recording and re telling stories
 - d. Multi-sensory teaching approach
 - e. Modelling
 - f. Breakdown of tasks and instructions into manageable chunks
 - g. Rehearse sentences and vocabulary for speaking, reading and writing e.g. use of role play
 - h. Enlarging text and other resources VI students
 - i Writing frames
 - j. I-pads, laptops or other alternative recording devices
 - k. Small group or 1-1 learning with an TA
 - l. Pre-teaching content or vocabulary
 - m. Over-learning topics
 - n. To set alternative activities for home learning
 - o. To provide specially targeted texts and resources appropriate for students' reading ages
 - p. To provide additional apparatus or materials
 - q. To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
 - r. Peer buddy systems
 - s. Positive behaviour rewards system
- Planning and teaching will be adapted on a daily basis if needed to meet each pupil's learning needs.

(e) Additional support for learning that is available to pupils with special educational needs;

The school provides various interventions, and offers support that meets the individual needs of the pupils. Pupils who may require higher levels of support have additional access to appropriately trained support staff, or Clinical support agencies such as the Educational Psychologist, Speech and Language Therapist and Occupational Therapist.

The school has developed additional provision to support Literacy, Numeracy and emotional need via the Access and Transitions department, learning interventions such as ARROW, Precision Teach, Catch up Literacy and Rapid Reader Plus are available, as well as Numeracy Intervention Catch Up Numeracy is available.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

The school seeks to make reasonable provision to include pupils with SEND in extra-curricular activities and school visits. Parents and carers are consulted about the

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activities or visits, and the support their child will need in order to be included. It is our aim to ensure that pupils are never excluded from opportunities or experiences because of a special educational need or disability; this would go against our values as an inclusive school.

The school operates a number of afterschool clubs, these change in relation to student need and interest on a regular basis, currently Sports, Arts and Craft and Gaming clubs are available.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Support for developing the emotional and social needs of pupils with SEND is offered through:

- Teachers and teaching assistants
- Support to Parents and Carers via the safeguarding and welfare manager
- Intervention programmes such as the use of social stories, resilience programmes and social skills programmes, Lego Therapy and Real Love Rocks
- Behaviour Coach and Clinical Team
- Use of ELSA, Emotion Coaching and attachment and trauma informed practice across the school

In addition:

- Designated staff, in agreement with appropriate Medication Forms, carry out administration of medicines
- The School has a Safeguarding policy that can be accessed on the school's website
- Risk assessments are completed for all activities and visits

The following staff support behavioural needs and the attendance of pupils:

- Class teachers
- Head of Primary and Secondary
- Safeguarding, Attendance and Welfare Manager
- Behaviour Coach and Clinical Team

The school seeks to enable all pupils to contribute to all parts of school life.

4. The name and contact details of the SEN co-ordinator.

Laura Smith
Hillcrest Shifnal School

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SEN INFORMATION REPORT
POLICY FOLDER: HILLCREST SHIFNAL SCHOOL

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part of the
**Outcomes
First Group**