



SEN and Disability

Local Offer:

Hillside Specialist School and College

00139

Accessibility and Inclusion

What the School provides:

- The school buildings for the primary and secondary provision are not fully accessible. There is a ramp to enter the main reception. There are disability toilet facilities for mobile users. There are five disabled parking bays.
- The 16-19 provision is fully accessible.
- Symbols are used on displays. Policy and procedures are available on the school website, and can be produced in different font sizes and/or different coloured paper on request.
- We use SEND Information, Advice and Support Service, who offer translation services. We reproduce questionnaires in different languages.
- Parents receive information via home/school diaries, emails, school website, school Facebook page, School Spider, phone calls, letters and questionnaires.
- The classes are organised to support pupils with a diagnosis of autism spectrum disorder (ASD). ASD specific strategies are used in classrooms, including workstations, visual timetables, limited use of displays to provide a low stimulating environment amongst many others.
- Pupils/students use signs and symbols to support communication whilst transitioning around the school environment to communicate wants and needs. Some pupils/students make use of Picture Exchange Communication System (PECS) to communicate with others. Some pupils/students use assistive technology systems eg, Big Macks, iPad application, Proloquo2Go.
- A range of furniture sizes are available to suit individual needs, adapted seating is also provided to meet sensory needs. There are two food technology rooms designed to meet the range of ages of pupils/students.
- Access to technology in the classrooms are designed to meet the needs of pupils from the age of three upwards. iPads have been purchased for all pupils which will enable appropriate apps to be applied for individual pupils as a tool for personalised learning.
- Outdoor play areas have different fixed play equipment for different ages and sensory aids. There is a sunken trampoline, tactile trail, low ropes trail, two outdoor multigyms of different sizes, mud kitchen and an orienteering trail to broaden skills across the PE curriculum. There are two sensory rooms, a sensory pod and two interaction rooms to meet the needs of three to sixteen years and sixteen to nineteen years.
- The School has two minibuses and two seven seater vehicles to use for community activities, work experience, attending competitions, inclusion opportunities, swimming, PE activities, residential trips and college courses.

Teaching and Learning

What the School provides:

- There are fourteen classes supported by a class teacher and support staff. The working ratio is two pupils to one adult. Where there is a higher staffing ratio required, this is provided through individual pupil banding.
- Hillside Specialist School and College is a County provision for pupils/students with a diagnosis of ASD and EHC Plan. Admission to the School is via the Initial Assessment Panel.
- All pupils/students follow the relevant curriculum for their key stage. Early Years and reception follow the Early Years Foundation curriculum (EYFS) and are assessed using the Reception Baseline Assessment Framework where relevant and BSquared. At Key Stage 1 and 2 pupils are grouped by cognitive ability. The pupils follow a differentiated and creative approach to the national curriculum tailored to their individual needs. The curriculum is designed to meet the needs of pupils with ASD.
- Assessment in these key stages is through a range of teacher assessment and formative assessment. Where appropriate pupils are formally tested at the end of year 1 for phonics and standardised assessment tests (SATs), at end of key stage one and two.
- In all key stages pupils are grouped by cognitive ability; they follow the EYFS curriculum, National Curriculum or the Semi-formal Curriculum. Assessment is via teacher assessment.
- At key stages three, four and five, pupils/students follow a range of courses to meet their individual needs. These include ASDAN qualifications, AQA Unit Award Scheme, Pearson Edexcel Functional Skills.
- Pupils have the opportunities to access careers information, advice and guidance (CIAG), business enterprise, community life skills, work experience and vocational options.
- Pupils have access to sensory integration assessments and programmes devised by an Occupational Therapist, Speech and Language therapists provided by the Health Authority who will assess and provide programmes where deemed to be appropriate. The school has a team of HLTAs who provide a wide variety of intervention to support the work of health professionals.
- The School works closely with a wide range of multi-disciplinary agencies including the Learning Disability Community Team, CAMHS and Social Care.
- The School enriches the curriculum by organising themed days and/or weeks with the use of external providers and our Forest Schools Co-Ordinators.
- The School offers a range of residential and educational visits including outdoor and adventurous activities.
- A number of staff have studied further specialised courses and qualifications including SEND, ASD, Team-Teach, Sensory Integration and Speech and Language.
- The School staff offer a range of training and support to external agencies and parents, including ASD strategies, Intensive Interaction and Early Bird Plus.
- The School offers First Aid at Work, Paediatric First Aid and MIDAS through external providers.

- A number of Early Years staff are trained in paediatric first aid and all other staff are offered training in first aid. All staff receive yearly training in child protection and safeguarding, and there is a rolling programme for Team-Teach. A number of staff are trained in food hygiene, and some staff hold the MIDAS qualification (minibus training).
- The curriculum is adapted to meet the individual needs of pupils/students. Additional support is provided for exams to the requirements of the needs of the individual students.
- Parents are invited to parent evenings to review Personal Learning Plans (PLPs) that are set termly. The progress over the year is cumulative and collated in one Evidence For Learning document.
- Annual Reviews are held to report on pupil progress and updating of statutory paperwork.
- The progress in foundation subjects and achievements throughout the year are incorporated in Pupil Centred Assessments where end of Key Stage progress is also shared with parents. On occasions teachers send home photographic and video evidence to demonstrate progress.
- The school has an open door policy and provides a variety of resources and support for home and other settings including symbols, social stories and behaviour support strategies.
- All offsite visits are risk assessed and authorised by the Educational Visits Co-ordinator (EVC) which include educational aims and objectives to be met by the pupils/students. All staff receive training in first aid to support pupils whilst offsite.
- Inclusion opportunities are developed for pupils who require extra provision, for example, social communication and academic learning supported by our own school staff.
- The school offer in-house work experience opportunities, leading to use of external settings and providers. These may include supermarkets, cafes, farms, hotels, animal centres, horticulture areas, libraries, hair salons, charity shops, public houses and residential homes for the elderly.

Reviewing and Evaluating Outcomes

What the School provides:

- The School has an Annual Review timetable which is set for the year. This is shared with professionals annually and parents two months prior to the meeting date. This allows all agencies to respond to requests for reports to be shared with parents two weeks prior.
- The School holds transition meetings, interim review meetings for new pupils and six monthly meetings for the under 5's.
- Parents and professionals are provided with written reports and provided with information on assessment and evaluation of pupil progress and achievements. All Annual Reviews are pupil centred and pupils provide evidence and some are present at the review.

- The School Council meets and discusses topical issues about School and provision and report back to Senior Leadership with their views.
- Parents are requested to complete ParentView on the Ofsted website and parental questionnaires are collected at Parents Evenings. Specific questionnaires are distributed on an ad-hoc basis to inform schools strategic planning.
- Pupil progress is tracked through examining the assessment data as well as monitoring Evidence for Learning and interventions are put into place to support pupils in meeting their individual targets.
- LCC assessment criteria determines the “banding” of individual students based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this “band”. This links directly to the funding mechanism (weighted pupil number) for each individual student and subsequently the budget available to School.

Health (including Emotional Health and Wellbeing)

What the School provides:

- All medication is stored in a designated first aid cupboard sited in a locked medical room in the main school and a locked store room in the college. Parents are requested to complete medical forms for the school to administer medication. In school prescribed medication is administered by a confident members of staff. On school trips the visit leader will take responsibility for the medication.
- Care Plans are written by SLT in conjunction with Health professionals for children with additional health needs, such as allergy, epilepsy or gastrostomy health needs. Forms are signed by the parents and kept in a file in the medical room. On school trips the paperwork includes the Care Plan whilst off site.
- In a medical emergency, the school staff would administer first aid and an ambulance be called via the school office. Parents would be informed and kept updated and met at the hospital. A member of school staff will accompany a child to hospital.
- The majority of teachers and support staff are first aid trained with early years staff paediatric first aid trained. This is updated regularly. The Senior Leadership Team and class staff receive additional training for rescue medication and Epi-pens as required.
- School staff encourage pupils to brush their teeth in some classes.
- The School employs an Occupational Therapist who is trained in sensory integration assessment to provide assessments, programmes and reports as and when required. The school has access to the School Nurse Team and the vaccination programme is carried out in school.
- The school is supported by Speech and Language Therapy. The school currently receives two days of support each week. Pupils are targeted for additional intervention by the Speech and Language Therapists. The school

holds communication and interaction specialist status and has a number of specially trained staff.

- The school provides training for the National Autistic Society EarlyBird Plus Programme.
- The school promotes healthy eating and is sympathetic to the restricted diets often associated with autism. Advice and support is given to parents to encourage healthy eating.
- In recent years the school has developed its outdoor provision to encourage healthy lifestyles. The facilities include an outdoor gym, low ropes trail, trim trail, five different playground areas, traversing wall, outdoor trampoline, and an orienteering trail, bikes and scooters. As part of the PE curriculum, some pupils access swimming and may attend trampolining or gymnastic sessions.
- The school works closely with CAMHS and parents to promote emotional health and wellbeing. Support in the home can be provided if necessary. Social Stories, symbols and advice are regularly given to support in the home.

Keeping Children Safe

What the School provides:

- The School is a safe environment with number locks on external doors, fob access to the College and to internal doors. There is an InVentry signing in and out system for all staff, visitors and pupils.
- There are CCTV cameras positioned outside of all school buildings which can be viewed in the school offices. It helps with security during the day and after school hours.
- Class teams complete individual behaviour support plans and positive handling plans where appropriate, which are agreed with parents/carers. Different environments around school including outdoor and off site provision are risk assessed.
- For off-site visits and residential trips, the school follows the Local Authorities guidance on educational visits and the lead teacher completes the risk assessments which are authorised by the Educational Visits Co-ordinator (EVC).
- Health and Safety risk assessments are updated on an annual basis and are completed by the Site Supervisors and are signed by the Premises Manager.
- All staff are trained on an annual basis for child protection and safeguarding. The School have four Designated Safeguarding Leaders, (DSL), who are responsible for day to day management of child protection and safeguarding.
- Class based staff are trained in Team-Teach and this is updated on a regular basis.
- All supply staff, students and volunteers receive an induction package before starting with the school.
- The School has a Health and Safety Officer who has undertaken the Local Authorities Health and Safety Premises Management training. All defects are reported and acted on immediately.

- The School Council look at how they feel safe in School and report back any concerns to the Senior Leadership Team.
- The School regularly updates the Single Central Record for Disclosure and Barring Service (DBS). All staff, students and volunteers are DBS checked before coming into school.
- All staff qualifications are verified before they take up the post at the school.
- The majority of pupils make use of LCC school transport where drop off and pick up is well managed and regulated on site. A minority of parents pick up and drop off their children at the main reception and hand over to class staff. Pupils on school transport are supervised to and from their taxi by the classroom staff.
- The Local Authority support regular health and safety checks on the vehicles transporting children to and from School. They provide generic and specific risk assessments for individual pupils travelling on school transport. The School has a named Transport Manager for each area who is linked to the School for day to day queries and concerns.
- To ensure continuity over break and lunch times the class teams follow a rota allowing them to support their own class throughout these times.
- Playground areas are well resourced and inspected annually by an external contractor.
- All PE lessons are taught by the class teacher and follow the PE national curriculum guidelines. External specialists are funded to run sessions in School and upskill staff.
- Parents can access the Behaviour Policy and Safeguarding Policy via the Schools website.

Working Together

What the school provides

- The School has a School Council who meet on a half termly cycle. They support in making decisions on the running of and the facilities in school. Every key stage has an elected member who sits on the School Council.
- The school holds Annual Review Meetings for all children, this provides parents and professionals with the opportunity to discuss progress, targets and any issues relating to the young person.
- The Governing Body has three parent Governors. Any vacancies for parent Governors are administered via the school office and the relevant documentation is distributed amongst all parents/carers of the school.
- Governors undertake an annual skills audit to ensure there is a diverse range of skills across the Governing Body. Governors are encouraged to access further training available through the Local Authority Governor Services.
- Home/School agreements are distributed at the beginning of the year that the child starts school and re-issued on an annual basis.
- All pupils have one page profiles which includes communication plans in place and sensory integration strategies which outline important facts about the pupil and are worked on collaboratively by class teams.

What Help and Support is available for the Family?

What the school provides

- The School offers help and support to parents in completing Disability Living Assessment forms and reports to support decision making by the DLA panel. Parents contact the school directly to access this service.
- The school has adopted a chat book/email system to enable communication between home and school on a daily basis.
- The school offers a range of courses to parents.
- The school signposts any activities and support in localities around Lancashire.
- Additional information is provided to parents for individual pupils which includes food, toileting and seizure diaries to ensure two-way information sharing on a daily basis.
- Home visits are offered to new pupils and parents to the school.
- Early Help Assessments (EHA) and Team Around The Family (TAF) meetings can be arranged. They develop a support package for the young person and their family. The school co-operate with other agencies completing documentation and assessments on request and attend any meetings that are called.
- The school offers an open door policy to all parents, carers and professionals whilst ensuring the least amount of disruption to the pupils school day.
- The school actively supports the PSFA and provide facilities for events. This allows parents/carers time to meet with others and share successes and concerns.
- The website is regularly updated and includes useful links for autism strategies and other services, as well as school policies and letters that have been sent home.

Transition to School and School Leavers

What the school provides

- For new pupils coming into school there is a meeting with parents/carers to discuss the transition support their child would need. The school offers full time education from the age of five years. Part-time placements may be available at nursery age.
- Pupils may join the school at any time during the academic year and the school will provide a booklet of key staff photographs and photographs of the school to support a smoother transition. Parents and pupils are invited into school to meet the class teams and to begin to familiarise themselves with the school buildings. Home visits are offered to parents before starting school and school staff may attend Transition Meetings in the existing setting.
- Relevant documentation is sent to parents/carers about the school and documentation is required by the school prior to starting.

- Support for school and college leavers is through the Transitions Team from their own localities. This involvement commences from year 9.
- Transition reviews are held in years 9 and 13. In years 11 and 14 there are two or more Transition Reviews held to ensure that parents/carers and young people are fully supported with the choices available to them.
- Individual Transition Plans to a new setting are organised and delivered by our own school team. Information, advice and guidance is made available to all pupils in Key Stages 4 and 5.
- Pupils in years 10 and above may be able to access a variety of work experiences to meet their individual needs.
- External support from the Local Authority Apprenticeship Scheme is also being developed.
- Life skills are an essential part of all our pupils, with Key Stage 3, 4 and 5 pupils able to access a range of accredited courses. These include ASDAN, AQA Unit Award Scheme and Functional Skills English and Maths. Additional qualifications can be looked into depending on the needs of the individual as part of their Preparation for Adulthood.

Extra Curricular Activities

What the School provides:

- The school has links with the local cluster.
- The School has made links with OJs Care who provide Stay and Play events during holiday periods and weekends for children with special needs and their families.
- Educational visits are offered to a wide range of pupils. These include visits to local parks, farms and community facilities. Residential trips are occasionally organised.
- Pupils in receipt of pupil premium are offered reduced rates for trips and external funding is sought through bid writing. Dependent on individual circumstances the full cost of a trip can be covered by the school.
- Through PSHE lessons children are taught about friendships and healthy relationships. High staffing levels during playtimes/leisure time encourages peer to peer interaction; the outdoor facilities around the school encourage team working and inclusive games.