



Context of the School

We are a highly successful community all age specialist provision for pupils with Severe or Profound and Complex Learning Difficulties including Autism. The school is located in the market town of Sudbury, in Suffolk and serves the local community and its neighbouring counties, including Essex. Local Authorities have a legal obligation to provide support for young people with SEND in their locality and make available a "Local Offer" that includes information about the provision and support available. Links to their "Local Offer" can be found at <https://infolink.suffolk.gov.uk>.

We are currently at capacity with 92 pupils on our roll and 9 classes including an Assessment Nursery. Pupils are aged between 2½ and 19. Our Assessment Nursery receives referrals from the Local Authority of pre-school age children that may require a special needs school placement in the future. Some pupils with Profound and Complex Needs stay with us for their college placement, but most other pupils will forge their pathway into adulthood at a local College or 6th Form Centre provision at 16.

The Headteacher is responsible for ensuring the progress and well-being of all pupils in the school. The Headteacher ensures the curriculum and the learning environment allow everyone to flourish. The effectiveness of the provision is monitored and evaluated by Governors, the Local Authority and external agencies such as Challenge Partners and Ofsted, with our last four consecutive inspections being judged as Outstanding.

Admissions Arrangements

Pupils can be considered for a place at Hillside if they have an Education Health and Care Plan (EHCP) or one is in the process of being prepared for them. The Local Authority are responsible for consulting schools and allocating places to pupils with Special Educational Needs and in need of a specialist provision.

Further details are available from the school or from:

Inclusion Family Services
West Suffolk House
Western Way
Bury St Edmunds
Suffolk
IP33 3YU
Telephone: 01284 758785

Identification, Assessment and Review Procedures

Pupils of statutory school age will have an Education, Health and Care Plan (EHCP) when they enter the school. In the case of the specialist Assessment Nursery, referrals for statutory assessment, if considered appropriate, are made before the child reaches statutory school age. On receipt of the referral the Local Authority must consider the evidence supplied and decide whether or not to issue an EHCP. The criteria for deciding whether to draw up an EHCP is set out fully in the Special Educational Needs and Disability Code of Practice: 0 to 25 (2014). The EHCP will indicate the help each child or young person needs and how this should happen.

ECHPs will be reviewed each year at a meeting to which the families and all the professionals involved with the pupil are invited to attend and/or send reports. For children under the age of five years this review takes place every six months until statutory school age. The purpose of the review is to consider a variety of perspectives on a pupil's progress and to ensure that the provision made is still appropriate to their identified needs. The Headteacher will request written reports from everyone who is invited to attend and wishes to contribute – families, class teacher, and any other professionals closely involved with the child or young person. Copies of all advice received will be circulated either prior to or at the review meeting. The review should assess the child/young person's progress towards meeting the outcomes specified in the EHCP, and inform future planning. Families will be fully involved in the review process. The Special Educational Needs and Disability Code of Practice: 0 to 25 (2014) places strong emphasis on the importance of pupil participation in all stages of the SEN procedure.

Pupils are invited to attend their Annual Review meetings, if appropriate. 'Child-friendly' targets are shared with pupils in a variety of ways and pupils are encouraged to be involved in self-assessment, where possible.



Hillside Ethos and Values

At Hillside we are committed to ensuring members of the Hillside community can make choices, experience a wide range of opportunities, to enable everyone to flourish.

As a school, we are passionate about equality and recognise that as individuals we all bring something unique regardless of age, gender, race, beliefs or disabilities, which is why we treat everyone equally, without compromise.

We have a Community Code that has been developed collaboratively with pupils and staff and inspired by the British Values.

Our Community Code encourages everyone to;

- ❖ Be Respectful
- ❖ Be Heard
- ❖ Be Truthful
- ❖ Be Safe
- And
- ❖ Believe in Yourself

Partnerships with Families

The staff at Hillside value close liaison with families. We believe this is in the best interest of the pupils. Families are welcomed at school to discuss any issues and to use the daily Home/School Communication Books to maintain close contact, as many of the children live a considerable distance from the school. Twice yearly Meet The Teacher Evenings are arranged to discuss the progress of pupils and families can also meet with or contact their child's class teacher to discuss their child's progress at any time by prior arrangement. Hillside's Family Forum meets termly. The school endeavours to meet requests for training from families where possible and holds various information sessions.

We value the support and involvement of parents, carers and their families. This can be done by:

- Keeping in touch with class teachers via the Home/School Communication Book, Evisense, emails and phone calls
- Attending Annual Review meetings
- Attending 'Meet The Teacher' evenings
- Attending Open Days
- Attending termly Family Forum meetings where families can access information-sharing meetings and training workshops
- Volunteering to help with activities e.g. swimming
- Supporting the Parents & Friends of Hillside Special School
- Meeting the Headteacher at one of the half-termly 'Headteacher Surgeries'

If you have any worries about your child's progress or welfare, please contact the class teacher in the first instance.

Quality First Teaching

The school has an extended workforce with a large dedicated staff team who constantly strive to ensure that each pupil maximises their potential. Our wide range of specialist staff and facilities ensures that appropriate support and guidance is available for all pupils across the full curriculum/age range.

All pupils at Hillside have SEN and therefore teaching and supporting pupils with SEN is a whole school responsibility. Class teachers are responsible for planning individual support and differentiation on a daily basis and managing the Support Assistants working in their classes.

Facilities and Resources

Hillside is well equipped for our SEN Pupils. Our facilities for learning at the school include; a hydrotherapy pool, a light and sound room, a life skills room, a therapy room, an inclusive playground with a wheelchair accessible roundabout and specialist swing seat, an interactive sensory garden, a vegetable garden, bird-watching pavilion and Hilly Woods Orchard with a mud kitchen for outdoor teaching and learning. There has been a recent focus upon technology with many improvements and inclusion of equipment to support learning. A variety of alternative and augmentative methods of communication are used throughout the school, including signing and symbols and, where appropriate, specialised electronic communication aids.

The school also has a range of specialist equipment e.g. hoists, adjustable changing beds, adjustable height tables, specialist seating, standing frames, Acheeva beds, all to meet the very individual needs of pupils with physical disabilities. The school has rooms where health professionals, such as consultant paediatricians, nurses and therapists (speech and language, physiotherapy and occupational therapy) can work with pupils, and meet with families.

The Curriculum

Hillside offers a broad and varied curriculum for all children and young people. Whilst recognising the need to provide access to all the subjects and learning experiences from the National Curriculum, we acknowledge the need to combine this with a more holistic view of learning with a focus upon a number of skills that can be challenging for our young people.

Our BRAVE (Bespoke, Reflective, Aspirational, Valuable and Engaging) Curriculum has been collaboratively developed, in consultation with all stakeholders, and designed to support lifelong learning.

BRAVE has been introduced this year after Reflecting upon what was previously delivered and creating a new curriculum that intertwines Aspirational learning experiences that are Valuable and Engaging. Through our BRAVE curriculum we maximise opportunities to develop Communication and Language Skills, Physical Development, Personal, Social and Emotional Development, Knowledge and Understanding the World and Creative Arts whilst intertwining National Curriculum subjects.

Community-based learning features on every child and young person's timetable every week. We believe that the earlier we start social and independence building skills, the more chance at success we have for the future. Community-based learning experiences include basic travel training, visits to the local shops, horse riding or perhaps even a visit to the hairdressers! For our younger children, we make visits that relate to early learning or mobility skills or visits to places that link to a topic or project.

Our older students access learning and social opportunities in the local community that will aid them to enter the world of work or help them to access independent or semi-independent living. Experiences for our older students include college placements, travel training, health and fitness, the exploration of new hobbies and interests as well as activities relating to independent living tasks and routines.

Our specialist learning environments, therapy suites and sensory rooms support the Hillside teaching and learning teams to focus intensively upon the individual's needs.

BRAVE will support:

- Being challenging for all
- Reflective practice - using effective questioning
- Having opportunities for active learning
- Ultimately, raising achievement

Assessment, Recording and Reporting

We will keep you informed of your child's progress towards the objectives set in their Education, Health and Care Plan (EHCP). We also assess your child's progress against annual targets set in their Personalised Learning Plans. This information is based on teacher assessment and will be reported at the Annual Review meeting. In addition, you will receive an Annual Report based on academic progress.

Evisense

We use an electronic system for communication between parents/carers and school. Photos of learning are uploaded for families to see, similar to a Social Media site, although it is completely confidential and secure.

Specialist Interventions

We ensure collaboration with a wide range of supporting agencies and with them, develop and support the Education, Health and Care Planning, with Personalised Learning Plans (PLP).

We welcome the support of many professionals including:

- Community Paediatrician
- School Nurse
- Physiotherapists
- Speech and Language Therapists
- Social Workers
- Specialist Youth Support Workers
- Dentist
- Educational Psychologists
- Specialist Advisory Teachers
- Occupational Therapists
- Sensory and Communication Team
- Family Support Practitioners
- Music Therapists
- Dental Hygienists

Dual Placements

Pupils at Hillside may have Dual Placements with other educational settings to support their own individual requirements, including social, communication and physical development. Pupils attending Hillside's Assessment Nursery will often also attend their local playgroup or their local school nursery. Some pupils in the main part of the school may have Dual Placement arrangements with mainstream settings.

Staff Training

All staff complete regular Child Protection training. Hillside puts a high priority on children feeling safe and we take Child Protection very seriously. The school has a Safeguarding and Child Protection Policy. We work closely with other agencies, including Social Care Services, to safeguard children in our care and we employ Safer Recruitment practices in relation to the employment of all school staff. There are four staff who have also been trained as Designated Safeguarding Leads (DSL) at Hillside and two staff are Online-Safety trained.

All new staff at Hillside complete an intensive and extensive Induction Programme that lasts 6 months. It covers all aspects of Safeguarding, and the schools policies, processes and procedures to ensure our pupils are kept safe and to maximise learning and development of the pupils at Hillside.

Transitions and Pathways

As pupils join the school, and move through, we take every care to ensure they are well prepared for the changes that will occur. We start planning and preparing for class changes well in advance and hold three 'Transition Days' in preparation. During these days, pupils will meet their new teachers, class staff and their new friends.

For those pupils who come to the end of their time at Hillside or whose educational needs change, "Pathway Plans" are put in place. For pupils leaving Hillside at the end of Year 11, staff will liaise closely with the new school or college that their pupils are to attend and arrange links to help pupils make a smooth transition from one educational setting to another. For pupils leaving Hillside at the end of Year 14 and who will be moving on to provision through Social Care, appropriate links and visits are arranged.

Complaints Procedures

It is the policy of the school to deal with complaints quickly, effectively and as informally as possible. If families have any concerns over the education provided for their son or daughter they should, in the first instance, talk to the class teacher. If necessary they can then see the Deputy Headteacher or Headteacher. If they are not satisfied with the outcomes from these meetings they may ask for a review of their child's EHCP when any issues can be discussed with a variety of professionals and forwarded to the Area Education Office for further consideration. The Governing Body will also deal with complaints if a satisfactory outcome has not already been achieved.