



Hillcrest's SEND Information Report: 2025-26

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Hillcrest Aims: Special Educational Needs and/or Disabilities (SEND)

At Hillcrest School and Sixth Form Centre, we strive to provide all students with the support they need to reach their full potential. We promote—and succeed—in creating an ethos of inclusivity in all our students' learning journeys. With high, aspirational expectations, we employ a combination of academic and holistic approaches to ensure our students strive for their future ambitions.

Regardless of their individual starting points, we prepare all of our students for adulthood and life beyond the Academy; SEND students have appropriate equal opportunities to learning and wider extra-curricular activities, with all necessary adaptations and reasonable adjustments made, to reduce barriers and enable success.

Every teacher is a teacher of every child or young person, including those with SEND.

(SEND Code of Practice, 2015)

What is SEND?

A student has been identified as SEND as they have a learning difficulty, access barrier or disability which calls for special educational provision to be made for them, above the usual universal offer.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age, in mainstream settings.

Special educational provision refers to educational or training provision that is additional to, or different from, that provided generally for other children or young people of the same age by mainstream schools.



Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015, and the following legislation:

- Part 3 of the *Children and Families Act 2014*, which sets out schools' responsibilities for students with SEN and disabilities
- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

How does Hillcrest identify SEND?

As part of Hillcrest's transition process, students with SEND are identified through their application. Once SEND needs are declared, key staff from the Learner Support/Pastoral teams liaise with parents and previous schools to ensure a smooth transition into Hillcrest.

Upon arrival in Year 7, all students undertake baseline assessments (GL Assessments) that determine their current learning ability across the curriculum subjects. Data and information from these assessments can provide indicators for young people with potential cognition and learning needs or a reading age significantly below their chronological age. Where this need is identified through data, the SEND Lead Practitioners, under the direction of the SENDCo, initiate the graduated approach process, gathering additional information from parents, previous schools, and the current subject teachers. If, at this point, the data/information suggests that there is a SEND need, students will be allocated to the SEND register and relevant provision/interventions offered, to enable broader access to learning and ultimately, improved progress. Parents and students are consulted throughout this process.

Students on the SEND register continue to be monitored by their teachers and tutors, who regularly update the SEND team with any changes or further access information. The SENDCo tracks and monitors targeted provision, using Hillcrest's Provision Map, and also works alongside the Heads of Year, Safeguarding and Welfare Coordinator, subject teachers, and Attendance Officer, tracking progress and attendance on BromCom.

The SENDCo regularly leads whole-school SEND training and student update briefings. If staff have any concerns regarding a student's access to learning, they can communicate directly with the SEND team during these sessions, via the Learner Support team email address and/or complete a '4+1' referral form, to raise their concerns. The SEND Lead Practitioners monitor this information, and all actions are taken under the direction of the SENDCo.





Roles and Responsibilities

The SENDCo Designate is Ms C Jacobs: She will:

- Work with the Headteacher and SEND Associate Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and Quality First teaching.
- Advise on the *graduated approach* to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the appointed contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options, and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to *reasonable adjustments* and *exam access arrangements*
- Ensure the school keeps the records of all students with SEND up to date

The SEND Associate Governor is Miss D McIlmurray: She will:

- Help to raise awareness of SEND issues at governing board meetings
- Support the SENDCo in monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher is Mr S Abbotts: He will:

- Work with the SENDCo and SEND Associate governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability



Teachers and Form Tutors are responsible for:

- The progress and development of every student in their allocated classes
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Proactively working with the SENDCo to provide feedback and review students' progress and development, and contribute to any changes to provision
- Ensuring they follow the SEND policy

Arrangements for consulting with young people with SEND

Each student identified as having a special educational need and/or disability works with specialist SEND staff to produce a **person-centred One Page Profile**.

One Page Profile - Aston University Engineering Academy

Name Alex

Class Year 10

Teacher Mr. Jones

About I like / admire about myself...

- I am a hardworking person
- I have good time keeping skills
- I enjoy going for a walk each day to give my mind a break
- I like to read novels
- I have a lot of interest in maths related subjects
- I would like to be an independent person

Things that you should know I find are difficult for me

- I find it hard to write, I do require additional help and support in this area to enable me to develop my skills further
- I find it difficult to read about in front of my peers as I tend to get very nervous and self-conscious
- I would like to pursue a career in law
- I enjoy learning and want to make good progress

Ways of supporting me...

- Allow longer response time for me to process verbal & written information
- I use a yellow reading rule overlay for reading
- Use fonts such as Verdana, Comic Sans, Arial for worksheets/PowerPoint slides in a maximum of size 12 font & 1.5 line spacing
- Using a reading pen helps me when I find new more complex vocabulary, challenging, I asked a class rep from Learner Support
- Provide me with a list of keywords and their definitions prior to a new topic being introduced to me
- Where possible, print PowerPoint slides so that I have a copy to refer to
- Monitor note taking - Please print off any extension

Ways of supporting me...

- Check information into smaller sections
- Where possible, create opportunities for overlearning and repetition
- Allow me to use my word processor in lessons where I am expected to write lengthy responses/extended answers

What has worked well

- Being seated in the middle of the classroom so that I am directly in front of the board and can see it clearly
- I find that my 1:1 sessions in literacy and numeracy are helping to build my confidence

This process is completed in communication with the student, parent/carer, key staff, and any relevant agencies to ensure a bespoke and accurate approach to supporting SEND needs.

The document is stored securely in the whole school Provision Map and accessed by school staff via Class Charts. It provides strategic 'access to learning' strategies/guidance, with the young person's voice and views, at the centre of its production.

The One Page Profile is reviewed termly as we gain further understanding of the students' needs and potential for supportive adaptations. It is created in consultation with, and shared with, parents. We ensure that a copy is made available to parents via email, and any provision(s) allocated to individual students are discussed/updated during Parent/Carer Evenings throughout the academic year. **Parents are also able to access their child's One Page Profile via their own personal Provision Map log-in**

SEND Lead Practitioners work closely with the SENDCo as an additional key communication link between the parents of students with SEND and Hillcrest staff. They ensure that the parent's voice and the student's voice are heard explicitly throughout the process of Person-centred reviewing (One Page Profile) and any necessary provision adaptations.



Where applicable to the student, we provide provisions such as:

- In-class TA support
- Mentoring/Intervention
- Specialist Agency support
- Exam Access Arrangements
- Personalised resources



Below is a table which outlines the **kinds of special educational needs** the school makes provision for, and examples of what this provision may include:

	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
Examples of SEND need:	Specific Learning Needs, e.g. Dyslexia, Dyscalculia, poor working memory, poor comprehension skills & difficulties with reading, writing or spelling.	Physical disabilities, e.g. hearing impairment, visual impairment, Multiple Sclerosis, Cerebral Palsy.	Autism Spectrum Condition, speech, language and communication needs, including difficulties in understanding spoken language and difficulties in producing spoken or written language.	Wide range of social and/or emotional difficulties, e.g. anxiety, depression, eating disorders, emotional regulation, Trauma. ADHD, ADD, ODD.
Universal support: Wave 1 (Examples)	High-quality teaching, adaptations of tasks, adjusting the pace of the lessons, environmental support, writing frames, tick lists, thinking time, coloured resources, and the SEND first careers programme	High-quality teaching, managing the pace of learning, adjusting students' seating position in class, pre-tutored resources, access to RNIB Bookshare, and the SEND first careers programme.	'Making Sense of Autism' AET staff training, teachers to establish and maintain routines, task sheets to ensure organisation of work, clear and consistent expectations, paired/small group work for language and social skills. SEND first careers programme	Non-teaching Heads of Year, time out, appropriate seating position within the class, PSHE/RSE/Life Skills sessions led by Form Tutors, behaviour policy and Home/School Agreement, Enrichment Days, SEND first careers programme, 'Girls on Board' Pastoral support, 'Hillcrest Ready' Programme.



Targeted support: Wave 2 (Examples)	1:1 interventions delivered by SEND Lead Practitioner Literacy/Numeracy support - small group or 1:1 core subject intervention (Using The National Curriculum Continuum resources) Lexia Booster, reader pen, word processor, assistive technology, Direct Phonics, Picture News, Precision teaching and/or Reciprocal Reading, access to university enabling teams and Access to Work careers support.	1:1 interventions delivered by SEND Lead Practitioner, Support, resources, and provision to be provided in accordance with individual Management Plans. e.g., 'leave early pass', lift access, modified papers, medical care plan, Personal Evacuation Plan, Assistive Technology/IT equipment, access to University enabling teams and Access to Work careers support.	1:1 interventions delivered by SEND Lead Practitioner, time-out pass, fidget toy, Lego Therapy, Talkabout for Teenagers programme, 'Autism and Me' Programme, Sensory Profile, AET Progression Framework tools, Access to University enabling teams and Access to Work careers support.	1:1 interventions delivered by SEND Lead Practitioner, Time-out pass, 'Girls on Board' mentoring, Talkabout for Teenagers programme, Senior Learning Mentor sessions, doodle books, fidget toy, SEMH Journal, SEND time-out pass, access to University enabling teams and Access to Work careers support.
Specialist support: Wave 3	Educational Psychologist, Language, Learning and Strategic Support Service (LLSS) Speech and Language Therapist (SALT). SENAR	Local Authority Specialist intervention - Visual Impairment teacher, Hearing Impairment teacher, Occupational Therapy, SENAR, PDSS Teacher	Communication & Autism Team (CAT) and/or Speech and Language Therapy (SALT) – working in school on 1:1 sessions with specific students who have a diagnosis of Autism Spectrum Condition or SLCN.	Educational Psychologist intervention, School Nurse, Early Help, Malachi Project, SEND EWO, Forward Thinking Birmingham, Our Roots IAPT Services

Students with an Education, Health and Care Plan

Students with an Education, Health and Care Plan (EHCP) receive individualised support, in accordance with the provisions outlined in their supporting EHCP document (e.g., Section F). Their provision is assessed regularly, by key stakeholders – explicitly, during their Annual Review.

At Hillcrest, students are placed into 'waves of support' (1-4). Wave 4 is the highest needs, and each has an EHCP. Every Wave 4 student produces a One Page Profile with specialist Learner Support staff, and they are also allocated a SEND Lead Practitioner, as their 'key person'. Their key person is the first point of contact regarding



transition, destination, Preparation for Adulthood, and also supporting access to learning throughout their time at the academy. Each SEND key person works under the guidance of the SENDCo, to ensure that all subject staff, specialist agents and parents/carers communicate seamlessly and ensure the young person receives the necessary adjustments outlined during their time at Hillcrest.

Hillcrest works in partnership with parents and outside agencies to ensure that students receive the necessary equipment and support to facilitate learning – Access to Education, Birmingham Local Authority.

Assessment, monitoring and reviewing progress

We will assess each student's current skills and levels of attainment upon entry, building on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Parents have the opportunity to communicate with subject teachers, Heads of Year, Form Tutors and Learner Support staff during transition events, Parent/Carer evenings and SEND coffee mornings. These calendar events ensure that parents and students are included in the assessment and review process.

To help us evaluate the effectiveness of our SEND Provision, we follow the graduated approach and a four-part cycle: assess, plan, do, and review. The SENDCo and Senior Leaders monitor the effectiveness of the different provisions and interventions offered through the tracking of student progress alongside attendance, effort, and attainment data. Where outcomes are met, interventions are adapted or changed; these interventions are evaluated as part of the whole-school data monitoring and Quality Assurance cycles.



The Form tutor, Head of Year and subject teacher work with the SENDCo and Learner Support staff to provide analysis and feedback, concerning student progress.



The assessment process will draw on:

- The teacher's assessment and experience of the student
- Progress, attainment and behaviour
- The individual's development in comparison to their peers/national data
- The views and experience of parents – via Parent meetings
- The student's own views – student voice
- Guidance from external support services (if relevant)
- Diagnostic screening tools (if relevant)

SEND provision is mapped and stored securely on Hillcrest's Provision Map database and accessed by staff through our whole school communication tool: Class Charts.

Arrangements for consulting with parents

In line with the SEND Code of Practice, Hillcrest works in partnership with parents at each stage of the assessment and monitoring process.

Key staff will have early discussions with the student, their parents, and the wider key staff to identify whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the child's needs and wishes
- We take into account the parents' views
- We hear the child's voice clearly when considering the best support for their needs

Where necessary, we will ask for parental consent to involve external agencies in a student's provision, as well as share contact details for organisations that can offer advice and support. **Following discussion, parents are notified in writing if their child is placed on the SEND register – a letter is sent via Parentmail.**

If there is a need for the parents of SEND students to explore Hillcrest's complaints process, they can share their concerns with the school SENDCo, in the first instance: LearnerSupport@hillcrest.bham.sch.uk

More information regarding the procedures for complaints can be found here: <https://www.hillcrest.bham.sch.uk/information-and-policies>





Personal Development: Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school leadership across the school. For example: Student Council
- All of our Enrichment (extra-curricular) activities and school visits are available to all of our students, e.g. after-school clubs. Students with SEND are actively encouraged to be part of our Hillcrest community via the Form Tutor programme and Character Development curriculum.
- All students are encouraged to go on the trips and residential trips that are organised throughout the academic year.
- All students are encouraged to take part in work experience, sports day, themed days, Enrichment activities such as sports teams, lunch clubs, dance club and Duke of Edinburgh Award opportunities.
- Students receive an extensive programme of Life Skills (PSHE/RSE) focusing on personal safety, health and emotional well-being.
- SEMH support/mentoring, 'drop-ins' and 'nurture' sessions are available to all – supported by our Pastoral Heads of Year and Safeguarding and Welfare Co-ordinator.
- Students are encouraged to become 'buddies' (where appropriate) to support other SEND students or students new to the school, to aid in the transition - Hillcrest have a zero-tolerance approach to bullying.
- There is a SEND First Careers Program; Our designated Careers Lead staff liaise with Learner Support staff to ensure that the correct provision and guidance is in place, as our students navigate transition/next steps - in accordance with the SEND, Preparation for Adulthood Framework and in line with the Gatsby Benchmarks
- Every student is included in all aspects of Academy life, including those with SEND and those who are identified as Looked After Children (LAC)

Transition and Preparation for Adulthood

Where support is required, in preparation for the transition to Hillcrest, Learner Support/Pastoral staff visit students and staff at feeder schools during the summer term, before the start of the new academic year. This allows for a smooth transition and information sharing for students identified as SEND on their application.



Some external agencies and Hillcrest's own SEND First Careers Programme provide specialist guidance for SEND students transitioning to further education, higher education and the world of work.

Hillcrest will share information securely with the future college, sixth form, or university setting that the student is moving on to. Where appropriate, SEND students may be allowed to visit the college, sixth form, or university prior to their beginning in September, e.g., a University Enabling Team. This offer is extended to those students who are identified as Looked After Children (LAC).

Students entering the Academy in years 7 and 12 are expected to attend designated Induction events. Year 6 students will also be encouraged to participate in Hillcrest's 'Enhanced Transition Days' that supplement the Birmingham City Council Transition process.

Students in year 10 and year 12 complete work experience placements as part of our Academy Offer. This supports students in developing skills for adult life and engaging in the world of work. These opportunities could also be available in other key stages, dependent on interest and availability.

Sixth Form SEND Support

During year 12 Induction, all students are provided with a SEND questionnaire to complete. Following any further disclosure of a SEND, Hillcrest's Learner Support staff and KS5 Form Tutors/Head of Sixth Form are available to offer support and/or make reasonable adjustments, where necessary, to promote an inclusive learning experience for all.

Examples of some of the additional support we can offer our Sixth Form students are:

- A One-Page Profile, unique to a student's individual needs.
- Exam Access Arrangements – any identified students will be monitored by their teachers using the 'graduated approach' and future applications for examination support will be in line with a student's normal way of working, at AUEA.
- Access to specialist equipment such as a reading pen or coloured overlays – where the need is identified
- Access to on-site pastoral mentoring with the Safeguarding and Welfare Co-ordinator
- Access to Our Roots IAPT Services for therapeutic interventions.



- Specialist support from Birmingham's Access to Education Services: Communication and Autism Team, Hearing Impairment/Visual Impairment teachers, Language, Learning and Strategic Support Service.

The support we offer Sixth Form students emphasises promoting independence, including preparing them for transition to Higher Education or the world of work – in line with the Preparation for Adulthood Framework.

Monitoring SEND Arrangements: SEND Information Report

As part of the whole-school Quality Assurance cycle, Hillcrest employs external consultancy to review and evaluate SEND practice.

The SENDCo will review the SEND Information Report annually. It will also be updated if any changes to the information are made during the year. The governing board will approve it.

The information found in this SEND Information Report also links with other Hillcrest School policies:

- Accessibility plan
- Behaviour Policy
- Examination Access Arrangements and Reasonable Adjustments
- Word Processor Policy
- Curriculum policies
- Supporting students with medical conditions/Looked After Children
- Teaching and Learning



Expertise and training

Ms C Jacobs (Assistant Headteacher – SENDCo) has been a specialist SEND teacher and Senior Leader in both mainstream and specialist settings for over 14 years. Alongside her teaching qualification (PGCE), she holds the Master's Qualification: *National Award for Special Educational Needs Co-ordination* and the *National Award for Senior Leadership (NPQSL)*. Before joining Hillcrest School and Sixth Form Centre, Ms Jacobs worked as a SENDCo at a University Technical College (2017-23), Lead Teacher for English, in a Specialist Provision and as an Autism Lead Teacher in a Pupil Referral setting. When teaching, Ms Jacobs' subjects include GCSE English Language and Philosophy and Ethics.

Each member of the Learner Support team has specialist knowledge and expertise in supporting young people who require additional provision to access their learning. Each member of the Learner Support Team works across varying key stages and with all students, where required:

Mrs H Razzaq:

- Specialist EAL Teacher and Co-ordinator

Mrs K Hughes:

- SEND Lead Practitioner

Miss K Mohammed: [Maternity Cover]

- SEND Lead Practitioner

Mrs T Stansbie: [Maternity Leave]

- SEND Lead Practitioner

Ms A Shokunbi:

- Level 3 SEND Teaching Assistant

Miss S Zaman-Monroe

- Level 2 SEND Teaching Assistant

Mrs A Nayak

- Level 2 SEND Teaching Assistant

Miss G Sosan

- Level 2 SEND Teaching Assistant



All members of staff proactively add to their skill set by attending PD courses delivered within the Hillcrest/Oaks Collegiate professional Development program and also utilising the Local Authority training courses regularly.

Examples of staff training are:

- *JCQ Access Arrangements training* – supporting Examination arrangements
- *Literacy/Numeracy Toolkit Assessments* – Diagnostic tools for cognition/Learning needs
- Trauma Informed Practice – Developing knowledge/understanding of SEMH needs
- *Making Sense of Autism* – Developing knowledge of communication/interaction needs
- *The Autism Education Trust Progression Framework*

Opportunities to develop SEND expertise across the wider staff team are also available and provided to key staff by the Local Authority Agency staff, Oaks Collegiate Leaders, and Hillcrest's Senior Leaders.

Hillcrest's SEND Policy

<https://www.hillcrest.bham.sch.uk/information-and-policies>

Birmingham City Council's Local offer

<https://www.localofferbirmingham.co.uk/>

SENDCo Designate Contact Details

Ms. C Jacobs

Email: LearnerSupport@hillcrest.bham.sch.uk

Contact No: 0121 464 3172



Parents can also contact **SENDIASS Support** if they require any advice or support regarding students with SEND:

- Telephone: 0121 303 5004
- Email: sendiass@birmingham.gov.uk
- Website: <https://www.birmingham.gov.uk/sendiass>



Glossary of terms

SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Co-ordinator
EHCP	Education, Health, and Care plan
SSPP	SEND Support Provision Plans
SEMH	Social, emotional and/or mental health needs
PSHE	Personal, social, health and economic (education)
RSE	Relationships and sex education
CAT	Communication and Autism team
SENAR	Special Educational Needs Assessment and Review Service
LLSS	Language, Learning and Strategic Support Team
SLCN	Speech, language and communication needs
LAC	Looked After Child - a child who is being looked after, in the care of the Local Authority
PD	Professional Development
JCQ	Joint Council for Qualifications
LP SEND	Lead Practitioner for Special Educational Needs and Disabilities
SENDIASS	The Special Educational Needs and Disabilities Information Advice and Support Service