



Hillcrest School and Sixth Form Centre SEND Information Report 2026-27

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Welcome

The purpose of this SEND Information Report is to explain how Hillcrest School and Sixth Form Centre supports students with Special Educational Needs and/or Disabilities (SEND) and how our SEND Policy is implemented in practice. This report forms part of the school's statutory duties under the SEND Code of Practice (2015) and should be read alongside the Hillcrest Inclusion and SEND Policy.

At Hillcrest, our commitment to **Work Hard, Be Kind, Aim High** underpins everything we do. We believe every student has the right to feel valued, included and empowered to achieve their full potential. We are committed to providing an ambitious, inclusive and supportive learning environment where students can access the curriculum, participate fully in school life and prepare successfully for adulthood.

What is SEND?

A student has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them. Special educational provision is educational support that is additional to or different from that normally available to students of the same age.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Sensory and/or Physical Needs
Examples include: Autism Spectrum Condition (ASC) Speech, Language and Communication Needs (SLCN)	Examples include: Dyslexia Dyscalculia Specific Learning Difficulties Moderate Learning Difficulties	Examples include: Anxiety Emotional regulation difficulties ADHD Mental health needs	Examples include: Hearing impairment Visual impairment Physical disabilities Medical conditions affecting access to learning.

Who is responsible for SEND at Hillcrest?

Mr. S Abbotts Headteacher	- 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
Miss D McIlmurray SEND Associate Governor	- Monitor the quality and effectiveness of SEND provision. - Support strategic development of SEND provision. - Report to the Governing Board regarding SEND priorities and outcomes. - Provide challenge and support to leaders regarding inclusion, equality of opportunity and outcomes for students with SEND.
Ms. N Birmingham SENDCo	- Lead SEND practice across the school. - Coordinate the graduated response to SEND. - Oversee identification, assessment and review processes. - Support staff in implementing adaptive teaching approaches. - Liaise with parents/carers and external agencies. - Monitor the impact of provision and interventions. - Ensure SEND records remain accurate and up to date. - Lead SEND professional development.
Deputy SENDCo Mrs R Glendening	- Assist in coordinating the <i>Assess, Plan, Do, Review</i> cycle across all year groups, including the development and review of <i>Profile to Practice</i> documents. - Support the operational management, line management, and deployment of Teaching Assistants. - Liaise directly with subject departments, pastoral teams, parents/carers, and external support services as directed by the SENDCo. - Deputise for the SENDCo in key operational meetings and multi-agency consultations when required.
Classroom and Support Staff	Teachers: Responsible for the progress and development of every student in their class through quality first, adaptive teaching and effective implementation of <i>Profile to Practice</i> strategies. Lead Practitioners: Deliver targeted interventions, monitor pupil progress, support profile reviews, and maintain regular home-school communication. Teaching Assistants: Provide in-class support, facilitate small-group and individual programmes, and promote student independence and full access to the curriculum.

How does Hillcrest identify SEND?

Hillcrest uses a graduated response to identify and support students with additional needs. Support is provided at the earliest appropriate stage and reviewed regularly.



Figure 1: Hillcrest Graduated Response to SEND

What is the Profile to Practice Framework?

Hillcrest uses a person-centred approach to supporting students with SEND. Students identified with SEND have a **One-Page Profile** which captures their strengths, interests, aspirations, barriers to learning and the views of both the student and their family.

One-Page Profiles are reviewed regularly to ensure that information remains accurate and reflective of the student's current needs.

To support consistent classroom implementation, Hillcrest has developed a **Profile to Practice Framework**. Profile to Practice helps teachers translate information contained within a student's One Page Profile into effective classroom practice through evidence-informed adaptive teaching strategies.

Profile to Practice provides staff with:

Explanations of common barriers to learning.

Evidence-informed adaptive teaching approaches.

Practical classroom strategies linked to identified needs.

Guidance on removing barriers to learning through ordinarily available provision.

Consistent approaches across the curriculum.

One Page Profile – Hillcrest School & Sixth Form Centre		HILLCREST SCHOOL & SIXTH FORM CENTRE	
Work Hard Be Kind Aim High			
Name: Example Student	Date of Birth: 01/01/2013	Year Group: Year 8	Tutor Group: N3
SUMMARY OF NEEDS Primary Needs - Autism Spectrum Condition (ASC) - Speech, Language and Communication Needs (SLCN) Medical, Mental Health and External Support - Experiences anxiety in unfamiliar situations. - May be supported by external professionals (e.g. CAT / CAMHS). Routine and Emotional Triggers - Changes to routine or unexpected events can cause anxiety. - Benefits from clear structure and advance notice.		NON-NEGOTIABLES - Clear routines and expectations - Processing and thinking time - Pre-warning of changes - Specific praise - Calm and supportive communication	
BARRIERS TO LEARNING - May become anxious when routines change unexpectedly. - Can find lengthy verbal instructions difficult to process. - Busy or noisy environments can impact concentration. - May find it difficult to ask for help when unsure.		KEY STRENGTHS - Strong memory and attention to detail. - Enjoys Science and Computing. - Works well independently. - Kind and helpful towards others. - Interested in problem-solving and facts.	
STUDENT VOICE <i>"I like knowing what is happening next."</i> <i>"I work best when instructions are written down."</i> <i>"Too much noise makes it difficult for me to concentrate."</i>		PARENT / CARER VOICE <i>"Changes to routines can increase anxiety."</i> <i>"Advance notice and visual reminders help reduce stress and support participation in learning."</i> <i>"Clear communication between home and school helps us to support our child."</i>	
TARGETS Targets are set in the student's SEND Support Plan / Individual Learning Plan. Targets may include: - Communication - Independence - Emotional Regulation - Personal Development These are reviewed termly.		OTHER INFORMATION - Benefits from visual supports and written checklists. - Access to a quiet space when needed. - Prefers structured tasks with clear steps. - Prefers to work with a trusted peer where appropriate. - Extra time for retrieval practice and assessments where required.	
PROFILE TO PRACTICE STRATEGIES Teachers can support this student by: Chunking tasks and instructions Allowing processing and thinking time Using visual supports and models Pre-teaching key vocabulary Providing a task management board or checklist Using clear and literal language Positive talk partner Regular check-ins Praise effort and specific success			
WORK HARD BE KIND AIM HIGH			

Figure 2: Fictional example of a Hillcrest One Page Profile. Personal information has been replaced with example content for illustration purposes. Information from the One-Page Profile is translated into classroom practice through the Hillcrest Profile to Practice Framework.

Examples of Support and Provision at SEND Support Level

	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
Universal These approaches form part of Hillcrest's Ordinarily Available Provision and are available to all students where appropriate. They represent the first stage of the schools Graduated Response and are delivered through Quality First Teaching and adaptive teaching approaches.	Chunking tasks and instructions into manageable steps. Scaffolding of tasks. Sentence starters and writing frames. Explicit links to prior learning. Repetition and overlearning of key concepts. Opportunities for verbal responses as well as written responses. Processing and thinking time. Flexible grouping. Visual supports and models. Minimising the need to copy large amounts of text. Support to develop independent learning strategies.	Preferred seating positions. Reduced visual or auditory distractions. Additional processing time. Visual supports and adapted resources. Access to assistive technology. Modified presentation of materials Allowing movement breaks or alternative working positions. Access to prescribed medical or sensory equipment. Environmental adaptations Support with organisation and classroom navigation.	Pre-teaching key vocabulary. Processing and thinking time. Clear, concise instructions. Use of visuals, models and examples. Task management boards or checklists. Positive talk partners. Preparing students before cold-calling or reading aloud. Clear and consistent routines. Use of literal language. Regular check-ins to ensure understanding.	Regular check-ins with trusted adults. Clear and consistent classroom routines. Positive and specific praise. Limited choices when students are finding tasks difficult. Emotion regulation strategies. Movement breaks where appropriate. Positive talk partners. Access to pastoral support when required. Predictable lesson structures. Planning for success
Targeted Support Evidence-informed interventions that are additional to everyday classroom provision. These interventions are typically time-limited and are reviewed regularly to evaluate impact. The purpose of Targeted Support is to address identified barriers to learning and determine whether needs can be successfully met through Universal Provision, require continued Targeted Support, or warrant consideration for SEND Support.	Lexia literacy intervention Reciprocal Reading Literacy intervention groups Reading fluency intervention Reading comprehension intervention Spelling intervention Auditory memory intervention Securing Foundations Maths Numeracy intervention Reader Pen trial Assistive technology trial Birmingham Language and Literacy Toolkit Birmingham Maths Toolkit monitoring	Sensory profiling Movement breaks Fidget tools Environmental adaptations Equipment trials Visual supports Organisation and independence support	Lego Therapy Talkabout for Teenagers Autism and Me programme Social communication intervention Small-group communication support Communication and Autism Team (CAT) consultation Speech and Language Therapy recommended programmes	SEMH mentoring Emotional regulation support Zones of Regulation Five-Point Scale intervention Check-in/check-out systems Art Therapy Confidence and self-esteem programmes Fit for the Future (F4TF) Friendship and social skills groups
SEND Support Students may access a range of evidence-informed interventions, specialist advice and reasonable adjustments. Provision is tailored to individual needs and reviewed regularly through the Assess, Plan, Do, Review cycle. Support is informed by each student's One Page Profile and implemented through Hillcrest's Profile to Practice Framework to ensure strategies are applied consistently across the curriculum.	Lexia Reciprocal Reading Literacy / Numeracy interventions Developing Reading Fluency Reading Comprehension intervention Spelling intervention Auditory Memory intervention Securing Foundations Maths Word Wasp Language and Literacy Toolkit monitoring Maths Toolkit monitoring Reader Pens Assistive technology Tinted overlays and exercise books Small-group teaching	Occupational Therapy recommendations Physical Disability Support Service (PDSS) Sensory profiling Sensory regulation strategies Fidget tools Movement breaks Environmental adaptations Alternative seating arrangements Medical care plans Assistive equipment Laptop access where appropriate Leave early passes Adapted timetables	Autism and Me programme Lego Therapy Talkabout for Teenagers Communication and Autism Team (CAT) involvement Speech and Language Therapy (SaLT) Social communication interventions Small-group communication support Communication-friendly classroom adaptations Visual supports and task management systems Transition support plans	SEMH mentoring Emotional regulation programmes Zones of Regulation Five-Point Scale intervention Art Therapy Fit for the Future (F4TF) Self-esteem programmes Wellbeing check-ins Key adult support Inclusion Hub support Time-out cards Friendship and social skills interventions Attendance and engagement support



How do we know support is working?

Hillcrest follows the Assess, Plan, Do, Review process. Provision is evaluated through:

- Academic progress.
- Attendance.
- Student voice.
- Parent/carer feedback.
- Provision mapping.
- Intervention outcomes.
- Behaviour and wellbeing information.
- Annual Reviews where appropriate.



Students with EHCPs and SSPPs

Students with EHCPs and SSPPs receive personalised provision tailored to their needs and outcomes.

Support may include:

- Named key adults.
- Specialist interventions.
- Additional staffing.
- Multi-agency support.
- Preparation for Adulthood planning.
- Enhanced transition support.

Provision is reviewed through person-centred meetings and Annual Reviews.

Preparation for Adulthood

Preparation for Adulthood is embedded throughout SEND provision at Hillcrest.

Students are supported through:

- SEND First Careers Programme.
- Careers advice and guidance.
- Work-related learning opportunities.
- College and Sixth Form transition programmes.
- Independent living skills development.
- Employment and training pathways

Attendance, Wellbeing and Inclusion

Hillcrest recognises the strong link between attendance, wellbeing and positive outcomes.

Support may include:

- Attendance plans.
- Attendance Hub support.
- Inclusion Hub provision.
- Pastoral mentoring.
- SEMH support.
- Safeguarding support.
- Early Help involvement.



Working in Partnership with Parents and Carers

We believe parents and carers are essential partners in supporting young people with SEND.

Families may be involved through:

Person-centred reviews.

SEND meetings.

Annual Reviews.

Parent evenings.

Profile reviews.

SEND coffee mornings.

Regular communication with the SEND team

Admissions and Accessibility

Hillcrest welcomes applications from all students.

The school:

Complies with the Equality Act 2010.

Makes reasonable adjustments where required.

Maintains an Accessibility Plan.

Admits students whose EHCP names the school when directed by the Local Authority

Looked After and Previously Looked After Children

The SENDCo works closely with the Designated Teacher for Looked After Children to ensure support is coordinated effectively.

Where students have both SEND and a Personal Education Plan (PEP), arrangements are coordinated to ensure consistency and positive outcomes.

Complaints

At Hillcrest, we value positive relationships with families and encourage parents/carers to contact the school as soon as possible if they have any concerns regarding SEND provision. In most cases, concerns can be resolved quickly through discussion with the relevant member of staff.

Concerns regarding SEND provision should be raised through the following stages:

- Form/ Subject Teacher
- Head of Year/ SENDCo
- School Complaints Procedure

Families may also seek support from SENDIASS, mediation services or the SEND Tribunal where appropriate.

External Agency Support

Hillcrest works collaboratively with:
Communication and Autism Team (CAT)
Speech and Language Therapy (SaLT)
Educational Psychology Service
Language and Literacy Support Service (LLSS)
Occupational Therapy
Physical Disability Support Service
School Nursing Service
SENAR
Forward Thinking Birmingham
Early Help Services
SENDIASS

Parent and Carer Information

Parents and carers who require further information about SEND provision at Hillcrest are encouraged to contact the SEND Team directly.

SENDCo: Ms N Birmingham

Email: LearnerSupport@hillcrest.bham.sch.uk

Telephone: 0121 464 3172





Further Information and Support

Parents and carers may wish to access additional information and support independently. Whilst Hillcrest does not endorse specific organisations or websites, the following resources may be helpful.

Birmingham SEND Services

Birmingham Local Offer

Information about education, health and social care services available for children and young people with SEND in Birmingham.

Birmingham SENDIASS

Provides free, impartial information, advice and support for children, young people and families relating to SEND.

SENAR (Special Educational Needs Assessment and Review Service)

Information regarding Education, Health and Care Plans (EHCPs) and statutory assessment processes.

Speech, Language and Communication

NHS Speech and Language Therapy Services

Advice and support relating to speech, language and communication needs.

Communication and Autism Team (CAT)

Support and guidance for children and young people with communication and interaction needs.

Autism Support

National Autistic Society

www.autism.org.uk

Information, advice and support for autistic individuals and their families.

Autism West Midlands

www.autismwestmidlands.org.uk

Local support, training and guidance for autistic children, young people and families.

Dyslexia and Specific Learning Difficulties

British Dyslexia Association

www.bdadyslexia.org.uk

Information and practical advice for supporting learners with dyslexia and other specific learning difficulties.

Mental Health and Wellbeing

Forward Thinking Birmingham

Mental health support and services for children and young people in Birmingham.

YoungMinds

www.youngminds.org.uk

National charity supporting children and young people's mental health.

SEND Advice and Advocacy

IPSEA

www.ipsea.org.uk

Independent legal advice and guidance relating to SEND law and educational provision.

Council for Disabled Children www.councilfordisabledchildren.org.uk