

At Spring Hill High School we aim to:

- To help all students reach their full potential, with a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.
- To reduce barriers to learning and achievement by providing each student with a personalised learning programme that is differentiated according to need.
- To identify and provide for students who have Special Educational Needs and other Additional Needs through a graduated approach.
- To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
- To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each student's needs are identified and met.
- To provide a suitably qualified and experienced SENDCo who will lead and facilitate SEND provision within the school.
- To provide support and advice for all staff working with students with SEND.
- To develop, lead and maintain partnerships and high levels of engagement with parents, students and all stakeholders in relation to SEND.
- To ensure access to a broad and balanced curriculum for all students regardless of SEND.
- The school also works alongside various support agencies such as Forward Thinking, Birmingham (previously Children and Adolescent Mental Health Services, CAMHS), Educational Psychologists, Clinical Psychologists, Occupational Therapists, Speech and Language Therapists, Music Therapists, Residential Care Home Managers, Stable-Relationships, Cherish, Cruse, Barnardo's, Youth Workers, Youth Offending Teams and the Communication and Autism Team. This provides a holistic approach to every student's well-being. The school firmly believes that the co-operation between education, health and social care is in ensuring the best outcomes for the students at Spring Hill High School.

The SENDCo at Spring Hill High School is Clare McGrath, she has day-to-day responsibility for leading SEND provision within the school along with the Headteacher, Gary Edmunds.

The SENDCo is a qualified teacher and has gained The National SENCo Award. Clare is assisted in her role by Rebecca Clinton, who provides administration support.

At Spring Hill High School we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against students due to their SEND needs. We will endeavour to make appropriate access arrangements or adaptations depending upon individual need. Spring Hill High School is supported to be as inclusive as possible, with the needs of students with SEND being met in a mainstream setting if appropriate; however there are some students whose needs are best met within a specialist setting such as Spring Hill High School.

There are currently students with a range of complex and significant identified needs. Many students have associated needs in the areas of social, emotional and mental health needs and communication and interaction difficulties, other students may have sensory processing difficulties (Autism Spectrum Condition), Attention Deficit Hyperactivity Disorder, Tourette's Syndrome, Oppositional Defiant Disorder, learning difficulties, Anxiety Disorders, Conduct Disorders among others. The admission arrangements for students can be found on our website.

The school site specifically suitable for disabled access is 141 Wood End Lane, Birmingham, B24 8BD.

Identification, assessment and provision for all students with SEND.**Identifying Special Educational Needs:**

A student is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Spring Hill High School we believe that our teachers are teachers of all students. It is their responsibility to meet the needs of all students within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each student they teach. When a student does not make adequate progress this is identified and intervention and/or additional provision is put in place to try to address this. The Code of Practice suggests that students are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate interventions/adjustments and quality personalised teaching. At Spring Hill High School all of our students have been identified as having Special Educational Need(s) and do have an Education Health and Care Plan (EHC).

The Code of Practice (2014) identifies four broad categories of Special Educational Needs.

These are:

1. Communication and Interaction***2. Cognition and Learning******3. Social, Emotional and Mental Health Difficulties******4. Sensory and Physical Needs***

At Spring Hill High School we recognise that these four categories broadly identify aspects of the primary need for a student with SEND, however, we also acknowledge that every student is unique, we understand the importance of examining the needs of the “whole child/young person”. We recognise the need to gather information about the student from everyone involved in the student’s education, and acknowledge the importance of information about the student from other partners in their education, particularly their parents/carers, social workers and local authorities. We work in close partnership with all involved to ensure the best possible provision for the student.

Special Educational Needs support

At Spring Hill High School, we are continually assessing, planning, implementing and reviewing our approach to the teaching of all students. However, due to the specific identified SEND needs of our students this process becomes increasingly personalised as it responds to a growing understanding of the child’s barriers to, and gaps in learning and an increasingly individualised assessment of need.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the students they teach. (Teachers Standards, 2011). At Spring Hill High School teachers are supported in this by the Headteacher, Deputy Headteacher, Phase Leaders, Subject Leaders and the SENDCo who together have termly Progress Meetings where they discuss the attainment and progress of all learners at the school. Students are identified as being above target, on target or below target, this information is then disseminated to the whole teaching team, LSA's, students themselves and their parents/carers. Additional support and/or timely interventions are then put in place and monitored throughout for their effectiveness. Individual Learning Plans (ILPs) capture termly progress on student's soft outcomes, it is a tool that enables increased participation of students reviewing their own progress and setting themselves new outcomes. Parents and carers were also invited to the termly review of ILPs, this ensured that any out of school and home support could also be put in place. Parents and carers receive a termly school report which reports on academic achievement and progress.

Despite this, we recognise that additional intervention and support cannot compensate for a lack of good quality teaching. We ensure, through Performance Management procedures, that any underperformance in teaching is addressed and the impact on students minimised. This year Spring Hill High School worked closely with a highly experienced education consultant and member of Birmingham Education Partnership to help develop leadership, curriculum, teaching practices and Governor training. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEND.

Where a student is identified as still underachieving the first response is made by a teacher who plans appropriate differentiation, and in discussion with the Subject Lead and SENDCo appropriate interventions and individualised target setting for the student in question. The teacher will complete an initial concerns checklist¹ which will collate a clear analysis of the student's needs. The Code of Practice suggests using a range of sources of information including:

1. Teacher's assessment and experience of the student.
2. Student progress, attainment and behaviour.
3. The individual's development in comparison with their peers.
4. The views and experience of parents.
5. The student's own views.
6. Advice from external support services if already involved.
7. Standardised testing, criterion referenced assessments, screening assessments.

If following a period of additional intervention and targeted support, which has been effectively monitored, the student is still underachieving, the Headteacher and/or Deputy Headteacher, in discussion with the SENDCo, will seek other appropriate interventions and targeted support. The Local Authority (SEND Teams) will be informed if any substantial and/or persistent underachievement is evident.

School Support

At Spring Hill High School we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEND. This allows the school to continually reflect on the approaches we use to meet students' needs.

This approach can be seen as follows:

Assess – Plan – Do - Review

¹ *Written and reviewed by Clare McGrath (SENDCo) 31/08/2021*

- Assess – the student's needs
- Plan – what you need to do, the provision needed and what outcome should be achieved
- Do – put the provision in place
- Review – what difference is it making towards outcomes?

All interventions are planned in collaboration with the wider staff team at Spring Hill High School and could include; Therapists, Deputy Headteacher, Phase Leaders and/or the lead teacher, Learning Support Assistants, Emotional Support Assistants and SENDCo, and are often evidence-based interventions, such as Cogmed.

The level of support provided will be flexible and will depend on the immediate needs of the individual student. Those who deliver interventions provide regular written updates about the impact of the provision for each child.

Provisions and programmes for support used at Spring Hill High School are identified in provision maps which identify personalised provision to meet needs.

All staff continually review the progress of all students on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate

At Spring Hill High School there are also more formal, rigorous ways of tracking progress. These include termly progress meetings and student termly reports. These meetings will consider whether students with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap in attainment and progress.

It is important at this stage to assess whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours, been unable to effectively address the SEND of an individual student. If this is the case the school will consider whether it needs to request advice from outside agencies. If this is considered in the best interests of the student, the SENDCo will facilitate a referral to the appropriate agency after collaborating with parents/carers, students, staff and the Local Authority.

Education, Health and Care Plans

The local authority must ensure that the specified special educational provision on the student's EHC plan is secured. Spring Hill High School will use all the resources available to meet the needs of these individual students to the best of its ability.

The Children's and Families act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENDCo and all involved parties will be invited to attend.

The SENDCo completed all annual reviews within a 12 month period of the last review, with the exception of one student where the review date was agreed, however the student could no longer attend Spring Hill High School. It was not deemed appropriate for the review to involve Spring Hill High School given the unfortunate circumstances.

(This may not have been possible during the pandemic but the SENDCo has assured this has not gone beyond an unreasonable time).

Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENDCo will support the family in accessing the services they require.

During the academic year 2020-2021 there were 22 students on roll at the school and all students had an Education Health Care plan (EHC).

All students are on the SEND register and have a primary need and secondary need identified.

Primary presenting need of students within the school (2020-2021)

Communication and Interaction	3
Cognition and Learning	0
Social, Emotional and Mental Health Difficulties	19
Sensory and Physical Needs	0
Total number of students	22

Our students are faced with many difficulties and an array of barriers to their learning, examples of diagnoses are: Autism Spectrum Condition, Oppositional Defiant Disorder, Conduct Disorders, Learning Difficulties, Attachment Disorder, SLCN, ADHD and PTSD.

Budget Allocation

SEND funding has been allocated towards the payment for staffing for support, equipment, music therapy, speech and language therapy, music production as enrichment, English and Maths intervention, assessment tools, staff SEND training and development and towards the purchase of resources to support the teaching and provision for students with SEND.

Spring Hill High School Examination Results 2021

GCSE

Subject	Students entered	Student achieved grade 1-9	Students achieved grade 4 or above	Notes
English Language	2	2 (100%)	1 (50%)	Student achieved a grade 6
Biology	2	2 (100%)	0	Both students entered studied the 2-year

				course for 1 year
History	2	2 (100%)	2 (100%)	
Citizenship	2	2 (100%)	1 (100%)	

Functional Skills

Subject	Qualification	Students entered	Student passed	Students achieved grade 4 or above	Notes
English: Overall	Functional Skills Level 1	1	0		
	Functional Skills Level 2	3	1 (33.33%)	1	Qualification is equivalent to GCSE grades 4-9
English: Reading	Functional Skills Level 1	1	1 (100%)		
	Functional Skills Level 2	3	3 (100%)		
English: Writing	Functional Skills Level 1	1	1 (100%)		
	Functional Skills Level 2	3	1 (33.33%)		
English: Speaking	Functional Skills Level 1	1	0		
	Functional Skills Level 2	1	1 (100%)		

Mathematics	Functional Skills Level 1	5	1 (20%)		
	Functional Skills Level 2	3	1 (33.33%)	1	Qualification is equivalent to GCSE grades 4-9
ICT	Functional Skills Entry 2	2	2 (100%)		
	Functional Skills Entry 3	3	3 (100%)		
	Functional Skills Level 1	6	0		
	Functional Skills Level 2	2	0		

Entry Level Certificate (ELC)

Subject	Qualification	Students entered	Student passed	Notes
Step Up to English: Silver Step	Entry Level Certificate (Entry 1 & 2)	2	2 (100%)	All students achieved Entry 3
Step Up to English: Gold Step	Entry Level Certificate (Entry 3)	4	3 (75%)	
Mathematics	Entry Level Certificate	5	5 (100%)	All students achieved Entry 3
Science	Entry Level Certificate: Single Award	4	4 (100%)	One student achieved Entry 2, Three students achieved

				Entry 3
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Other Accredited Awards

Subject	Qualification	Students entered	Student passed	Students achieved grade 4 or above	Notes
Trinity College Arts Award	Bronze (Level 1)				
	Silver (Level 2)				Qualification is equivalent to GCSE grades 4-9
Sports Leaders	Level 2 Qualification in Community Sports Leadership	1	1 (100%)	1	Qualification is equivalent to GCSE grades 4-9 Highest grade achieved in course in schools history

Attendance monitoring:

As with all groups of learners, attendance is monitored closely for every child with SEND and rigorous procedures are followed if attendance dips below expected levels. The academic year of 2020-2021 has posed extreme difficulty for some of our students due to the pandemic.

	Overall School Attendance	Children in Care	Authorised Absence	Unauthorised Absence	Exclusion
2020-2021	66.48%	83.69%	24.06%	9.47%	12 days

For the academic year 2020-2021 the overall school attendance was 66.48%, we recognise that this does require improvement and this was due to the anxieties caused to some students over the global pandemic. The expected average is 85% plus and throughout 2021-2022 this will be a target for the Headteacher and Senior leaders to further address.

Consulting parents/carers of students and involving them in the education of their child:

Parents/carers are fully included in the process of working with their children/young adults. Spring Hill High School has had to make reasonable adjustments to their normal approaches of involving parents/carers in the education of their child.

This includes:

- Initial visits to school
- Introductory meetings
- Regular home/school contact for information exchanges and key messages
- Open door policy for parents and carers (*this has not been the case during the pandemic and visitors have been limited since March 2020*).
- Annual Review meetings and reports
- Termly reports sent to parents and carers
- Termly parent/carer *virtual* drop-in and progress sessions
- Regular parent/carer group and training (*not this academic year due to the pandemic*).
- End of term celebrations (*these have not involved parents/carers as it would mean a large gathering*).
- Parent involvement in changes in school through informal and formal consultations

Consulting our students and involving them in their education:

All students in our school are treated with dignity and respect. There is full personalisation for the curriculum for each student in order that they can access and experience success throughout their school life.

The School Council involves students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of EHC Plans includes the choices and views of our students. The views of looked-after children and young people are also gained during termly PEP reviews and six-monthly Child in Care reviews.

Dealing with complaints from parents/carers of students in relation to the provision made at Spring Hill High School:

The process for all complaints is made available in the complaints policy, this is available on the website.

Staffing decisions:

The Headteacher provides the Governors with regular updates regarding the deployment of staff to support students with SEND.

The Headteacher provides the Governors with regular updates regarding In Service training for staff in relation to SEND.

Partnership with external agencies:

At Spring Hill High School we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within school.

The following agencies have supported students within school this year:

- Educational Psychology
- Clinical Psychology
- Virtual Schools
- Occupational Therapy
- Speech and Language Therapy
- Music Therapy
- Forward Thinking, Birmingham
- CAMHs
- Communication and Autism Team
- Police including Prevent teams
- Safeguarding (MASH and LADO)

At Spring Hill High School we also recognise the importance of effective transition arrangements, both from key stages and transitions to other school sites. We also work closely with colleagues from other settings to ensure for smooth transitions for all SEND students. We continue to have strong links with local provisions including QAC, BMET, Ruskin Mill College, as well as further afield, e.g. Telford College. Opportunities to visit the centres are *usually* available for parents and students should they wish. We ensure, where needed, additional transition arrangements are made.

Our in-house independent Careers Advisor, Julie Washington, works closely with all our students to support them in exploring their career aspirations and providing them with work-related learning and work experience. The school has achieved a CEIAG Gold Award, this is a nationally validated careers education, information, advice and guidance and means that Spring Hill High School met a range of criteria, focusing on quality, diversity and raising the aspirations of young people.

- All students had one or more meetings with our Career Advisor, Julie
- All students had a Career Action Plan
- *Due to Coronavirus* no students had the opportunity to attend work experience
- All students had the opportunity to engage in Careers Week (July 2021), examples of career and work-related learning that took place were; Guess My Job, Practice Interviews with employers, CV workshop, Jobs in School, The Real Game, Talk from Colleges, Paramedic Visit.

Students' progression from Spring Hill High School can be seen as one of the school's greatest strengths, when we take into consideration the difficulties our students have to overcome in order to make progress.

Destinations 2020-2021: 10 students were in transition years and 2 students were transitioned to another specialist college mid-point in the academic year.

Destination	Number of students	Percentage of students
Further Education College	1	9
Specialist Colleges	3	25

Spring Hill Post-16	6	50
NEET	1	8
Princes Trust Team programme	1	8

Our students with SEND are also supported by a Speech and Language Therapist and a Music Therapist. Thirteen students accessed music therapy - all of these interventions provide regular or end of course impact reports with outcomes linked to EHC needs and difficulties. Eight students were supported by an NHS Speech and Language Therapist (NCPC registered) to help them develop their expressive and receptive language skills.

Continuing professional development for staff:

At Spring Hill High School we are committed to a rigorous cycle of Performance Management linked closely to continuing professional development. Functional Analysis training takes place throughout the year with a focus on an individual student, this takes the form of an ABC analysis, observing and recording Antecedent, Behaviour and Consequence data assists the whole staff team in forming a historical background by gathering evidence, highlighting presenting behaviours and gaining an understanding of why these behaviours are present. This then informs staff of strategies to use and best practice with the individual. Parents were also invited to a functional analysis to help us understand their child's needs. As a whole staff team we have had INSET training on Curriculum Expectations, Current Issues in Teaching and Learning, Curriculum Quality and Vision, Deep Dives in the Curriculum, Safeguarding, Prevent, County Lines, Fore Marshalling, Administering Medicine in Schools.

Special Educational Needs funding has had a positive impact on the progress of those students it has supported in the year 2020 - 2021. We have a rigorous use of assessment data and tracking data, progress is also evident in reviewing of outcomes during EHC reviews, specifically with the continued use of Individual Learning Plans (ILPs). This has taken place within a nurturing school environment which believes strongly in access for all students regardless of need to a broad and balanced curriculum.

Accessible Schools Plan:

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled students, staff, directors, parents/carers and visitors are treated equally. Spring Hill High School has an accessible school site (Wood End Lane) which aims to address any issues of accessibility for our school community. Currently the school has good facilities for disabled members of the school community, both within the physical environment and access to the curriculum and information for students. There is a fully equipped disabled toilet in the building and a wheelchair accessible ramp upon entrance. We have dedicated medical rooms on all school sites to ensure the welfare of the students in the event of short-term illness. We try our best to ensure that parents/carers whose first language is not English are supported, we have a diverse staff team that can speak seven different languages.

Links to Birmingham Local Offer:

For children with Special Educational Needs and Disabilities and their families
[Birmingham](#)

Neighbouring authorities Local Offers:[Warwickshire](#)[Walsall](#)[Staffordshire](#)[Sandwell](#)[Solihull](#)[Wolverhampton](#)**If parents/carers have concerns relating to their child's learning:**

Discuss these with your child's Phase Leader. This then may result in a referral to the school SENDCo, Clare McGrath. Tel: 0121 240 0992 or on her mobile 07511 154419

- Parents/carers may also contact the SENDCo directly if they feel this is more appropriate.

Tel: as above or Email: cmcgrath@springhillhighschool.co.uk

- All parents/carers will be listened to and respected, their views and aspirations for their child will be central to ensuring their child's school journey is positive and fulfilling.

"I just want to say how excellent Gareth's EHC annual review was this morning. I have been to many reviews at different schools and I must say I was really impressed with the preparation to ensure all aspects of his plan were addressed and everyone's view included. It was very child-focussed and I have come away feeling confident in the school's ability to meet Gareth's needs. The All About Me work is really valuable, this is something Children's Services in Warwick complete with Children in Care and I'm pleased to see it used in other contexts." (May 2021, Social Worker, Warwickshire County Council)

"During her first Music Therapy session my client stated that she had never previously utilised her voice in this way and it was only at Spring Hill that she discovered an ability and a love for singing." (May 2019, Music Therapist)

"I'd just like to say a huge thank you to all the staff for supporting John this year! I was really impressed with how school continued during the lockdown months. I know it helped John enormously to have that bit of normality! Communication too was spot on and when I had any queries, it was dealt with thoroughly and solutions were found! Personally I think John has come on in leaps and bounds this year, he has more of an idea of what he wants to do after school and his speech and confidence has improved too! I'm so pleased he is staying with you for a while longer!" (Parent, July 2021)

*** Names have been changed to protect the identity of students both past and present.**