



SEND Information Report

2025-2026

Spring Hill High School offer to students with Special Educational Needs and Disabilities

- ❑ 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 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 and firmly believes that the cooperation between education, health and social care is in ensuring the best outcomes for the students at Spring Hill High School.

Types of SEN Provided For

Communication and Interaction

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'

CoP 2015

Spring Hill High School caters for students who can communicate verbally, however, may need support, such as visuals. Students may also need support with their receptive language and social communication skills. Students have access to a Speech and Language Therapist through a referral scheme.

Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

CoP 2015

Spring Hill High School caters for students who have moderate learning difficulties and specific learning difficulties. Students with these needs are supported through a differentiated curriculum, structured support and resources within lessons and targeted interventions.

Types of SEN Provided For

Social, Emotional and Mental Health

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.'

Cop 2015

Spring Hill High School caters for students who have a wide range of social, emotional and mental health needs. Students have access to support through the universal offer of The Thrive Approach. They also have access to Music Therapy via a referral service.

Physical and Sensory

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

Cop 2015

Spring Hill High School caters for students with physical and sensory needs. Students will be supported to manage these needs through specialised support services, and additional adjustments to allow them to access the curriculum and the environment. Many students who attend Spring Hill have sensory difficulties related to autism and sensory processing difficulties.

Provision for Pupils with a Disability

Article 23: a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to provide support to disabled children and their families.

- ❑ We endeavour to make the environment accessible to all and will make adjustments when required.
- ❑ The facilities provided are details in our accessibility plan.
- ❑ The admission of disabled students is in line with our admission policy

Policies

- ❑ SEND Policy
- ❑ Accessibility Plan
- ❑ Complaints Policy
- ❑ Referral and Admission Policy

SEND Team

The Special Educational Needs Coordinator is responsible for ensuring that the needs of each pupil at Spring Hill High School are met. The SENDCo at Spring Hill High School is Rebecca Clinton, she has day-to-day responsibility for leading SEND provision within the school along with the Headteacher, Chris Delahaye. Rebecca holds QTLS status and the National Award in Special Education Needs (PGCert)



The SENDCo assistant is responsible for supporting the SENDCo in the delivery of the SEND provision. This includes staff training and mentoring and an oversight of administration. Donna Seaward is the SENDCo assistant at Spring Hill High School, she has a BA in English and Special Needs and Inclusion Studies and PG Dip in Psychology.



SEND Team

Music Therapist - Abigail Stain

Abby has a wealth of experience of working mainly with primary age and adolescents with social, emotional, and mental health difficulties in Birmingham. Enthusiastically working with and introducing music and technology and vocal development work to this setting, she is keen to see how music can empower individuals to transform their communication skills and emotional well-being.



Speech and Language Therapist - Liliias Barron

Lil is a Senior Speech and Language Therapist who works with adolescents and young adults in Birmingham schools. She's a specialist in Social, Emotional and Mental Health needs and Selective Mutism. Lil is committed to recognising each young person's strengths and supporting them to overcome communication barriers, so they feel confident and empowered in how they communicate.



SEND Team - Thrive

The Thrive Approach incorporates tools and training to help adults support the emotion and social development of the children and young people they are working with.

It is underpinned by a theoretical basis in child development and attachment theory. At its heart is the understanding that all children's behaviour represents a form of communication - of their underlying needs. If these needs are recognised and met, they will be able to flourish and learn.

Thrive Practitioners have the evidence-based skills and knowledge to better respond to what distressed children's behaviour is trying to communicate, to help build their ability to process emotions, and understand how relationships can support their healthy development.

Lead Thrive Practitioner - Arron Hazelwood

Support Practitioners - Paula Honeyford, Rebecca Crockett, Anais Masih and Sassie Hall

Wellbeing specialist - Michelle Linton and Siham Hassan



Intervention Overview

Universal

- Whole school trauma informed approach
- Autism and Communication friendly environment
- Thrive Approach
- All students have One Page Statements and Short Term Outcomes (EHCP)

Targetted

- Talkbout for Teenagers
- Forest School
- Lexia
- Doodle Maths
- Travel Training

Specialised

- Music Therapy
- Speech and Language Therapy
- Thrive
- MiSP

Working with Young People and Families

At Spring Hill High School communication is key. Staff pride themselves on regular contact with parents and carers to ensure relevant and important information is known quickly and accurately. This can involve daily calls, weekly emails or messages and Heads of Site will make individual arrangements that work for parents and carers.

The SENDCo and Head Teacher offer an open door policy, and diary allowing, are always available to answer parent or carer questions and concerns.

Parents and carers are formally invited into school twice a year for parents and carers evening. This is an opportunity for those who care and work with the students to see the work they are doing in school and meet with their teachers.

Parents and carers are also invited to attend termly celebrations days where school and those who care for the students come together on the last day of school to celebrate the achievements of all students individually. This is a wonderful opportunity to recognise achievements of every kind and encourage students to feel pride in the progress they have made.

Working with Young People and Families

Education Health Care Plan Reviews

All students at Spring Hill High School have Education Health Care Plans (EHCPs). EHCPs contain valuable information about the students which inform those working with them of their needs, targets to support the development of those needs and provisions that must be put in place to support them.

EHCPs must be reviewed every 12 months. At Spring Hill we use the following process to ensure all parties able to contribute in a valuable way.

- Reviews are arranged in advance at a time that is convenient for all parties to attend.
- All relevant parties are invited to join, and this can include, young people, parents, carers, social workers, advocates, therapists, doctors, YOS workers, as well as educational representatives from school.

- Documents that are to be discussed will be sent to all parties two weeks before the review date. This will include school information about attendance, academic progress and progress against their EHCP targets, input from school arranged services such as independent careers advice, music therapy and speech and language therapy, the EHCP and proposed amendments.
- Views are gathered from the young person and their parents and carers.
- Meeting can take place virtually or in person.
- A suitable amount of time is available to discuss all areas of the plan, typically 1.5 hours.
- All parties have the opportunity to input amendments.
- Following the review, the SENDCo will submit all paperwork to the relevant local authority within two weeks.

Working with Young People and Families

Progress towards outcomes.

Spring Hill High School monitors the progress of students outcomes in a variety of ways.

All staff that work with the young people are aware of their individual short term outcomes. Teaching staff must rate their progress on a half termly basis and this is recorded on a single document with space for each subject. This allows the SENDCo, the teacher and Head of Site to track and evidence progress, as well as highlight specific achievements or difficulties within individual subjects.

Progress towards outcomes

Students' short term outcomes are also recorded on their Individual Learning Plan (ILP), and their Head of Site uses this document to rate their progress on a termly basis and review overall progress against each area of need.

Where short term outcomes require specific input, such as Travel Training, their progress is reviewed by the SENDCo with the support of the member of staff responsible for delivering the intervention. Once complete an intervention report is provided.

How Effectiveness is Evaluated

- Achievement data analysis takes place three times a year during pupil progress meetings.
- Concerns are discussed and interventions are put in place or reviewed if progress is not at an appropriate level or rate.
- Contextual information is also considered.
- Therapeutic and mental wellbeing interventions are evaluated during termly MDT meetings.
- Concerns or refusal to engage are brought immediately to the attention of the SENDCo who can, alongside the therapist or intervention worker, decide on a short term response, prior to deeper evaluation at MDT meetings.

Preparation for Adulthood

Students are provided with preparation for adulthood support in a variety of ways.

- A robust PSHE curriculum
- Specific interventions, such as Travel Training
- Independent careers advice
- Careers curriculum
- Work experience available in KS4 and KS5
- Experience of work available in KS3
- Practical learning opportunities such as food technology.
- Strong links with local authorities
- Support for students to complete applications to colleges and training providers
- Student Passports

Aspire - A Life Skills Programme for SEMH Students (KS3/4)

ASPIRE is our newly introduced Life Skills Programme for Key stages 3 and 4. It has been designed to build meaningful real life skills progressively so students can develop independence over time, giving our young people the practical tools and confidence to thrive in school and beyond.

Kings Trust (KS5)

The Achieve programme helps learners to develop skills and experience for life, whilst building their confidence to realise their potential.

Staff training

Spring Hill High School has a robust training programme to ensure all staff have the skills to respond to the needs of their students, promote progression, and ensure safety.

During 2025-2026 the following training was delivered by outside specialised agencies.

Whole School

- Trauma Informed and Attachment Aware Schools (TIAAS)
- Allergy and Asthma

Specific Staff

- First Aid
- Administration of Medication
- Access arrangements

During 2025-2026 the following training was delivered by Spring Hill High School staff or specialist who work at the school regularly.

- Safeguarding KCSIE
- Safeguarding Prevent
- Physical intervention
- Ligature removal
- Speech, Language and Communication Needs
- CSE and CCE
- Thrive

Complaints

Spring Hill High School enables students to voice concerns through conversation with staff members. However, if they feel the problem is serious and needs to be formal there is a complaints procedure which is outlined to young people and their parents or carers when they enroll. A Complaint is taken seriously and there are set procedures the school must follow.

Should pupils or those who care for them wish to make a formal complaint they should follow the complaints procedure which is outlined in the Student Complaint Booklet and Pupil Complaint Policy and are available on our website. If they require support to access these resources they can contact the school for further information.