North Hill House School

SEND Local Procedure

September 2025

| Local Procedure Title	Special Educational Needs and Disability
Service	
ACS Policy number and title	**ACS 33 Special Educational Needs and Disability**
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Local Procedure Author(s)	Adam Smith – Assistant Headteacher and SENCo
Local Procedure Ratification	Checked and Approved by: Michael Pearce, Rebecca McArthur

1. Purpose and Aims

North Hill House School (NHH) is dedicated to fostering an inclusive and nurturing learning environment that supports all students, enabling them to achieve their fullest potential. This SEND policy defines the frameworks and practices established at NHH to meet the unique needs of students with Special Educational Needs and Disabilities (SEND), ensuring compliance with statutory requirements and best practices as outlined in each student's Education, Health, and Care Plan (EHCP).

2. Objectives

- To deliver a structured and individualised approach to supporting students with SEND, focusing on academic, social, emotional, and mental health (SEMH) development.

- To facilitate a collaborative and integrated approach involving teaching staff, the Senior Leadership Team (SLT), SENCo, therapists, parents, and students in setting and achieving goals aligned with EHCP targets and Termly Learning Goals (TLGs).

- To consistently monitor, review, and adapt SEND provision, ensuring it responds effectively to students' evolving needs and aligns with EHCP requirements.

3. Definition of SEN

At North Hill House School (NHH), Special Educational Needs (SEN) are defined as needs that require additional or different support beyond what is normally provided in a mainstream educational setting, to help pupils access learning effectively. SEN encompasses a range of challenges that may impact a pupil's learning, behaviour, or ability to engage fully with the school environment.

According to the SEND Code of Practice, there are four broad 'areas of need':

Communication and Interaction: This area includes difficulties with speech, language, and communication, as well as social interaction challenges. At NHH, the primary specialist area of need is Autism Spectrum Condition (ASC), which often falls within this category. The school is tailored to support pupils with autism by offering structured routines, sensory-friendly environments, and tailored social and communication support.

Cognition and Learning: This category covers learning difficulties that affect the ability to acquire skills in reading, writing, and numeracy. Pupils may have specific learning difficulties, such as dyslexia or dyscalculia, which NHH addresses with personalised learning plans and targeted intervention.

Social, Emotional, and Mental Health (SEMH): SEMH needs encompass issues like anxiety, depression, or behavioural challenges that impact engagement with learning. NHH provides support through relational support plans, therapeutic interventions, and trauma-informed practices to help pupils with emotional regulation and social development.

Sensory and/or Physical Needs: This area includes physical disabilities or sensory impairments that require additional support or adjustments. While not a primary focus, NHH accommodates pupils with sensory needs, often intertwined with autism, by providing sensory rooms, occupational therapy, and adaptive tools to create a comfortable learning environment.

4.   Identification and Assessment of Needs
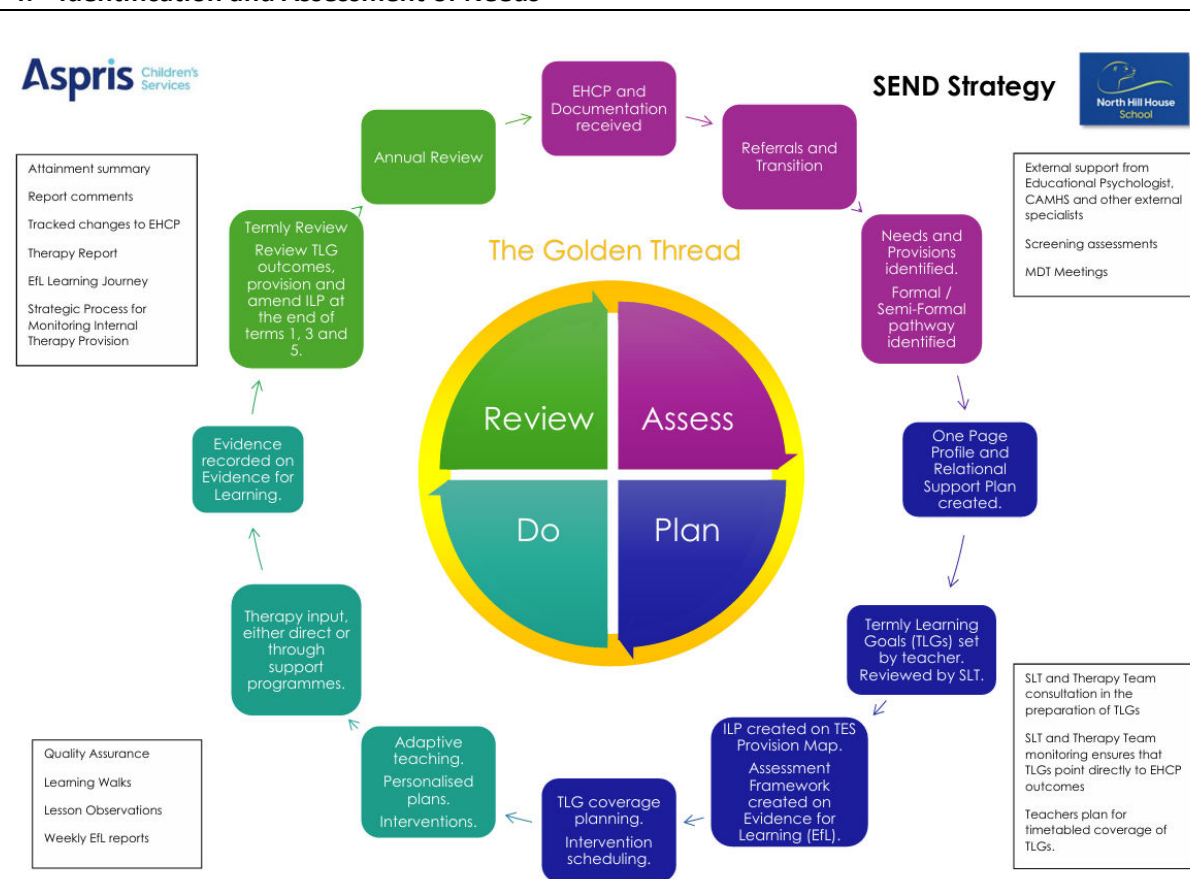
The NHH SEND Strategy Diagram (see above) outlines a detailed process to support students with SEND through a structured, comprehensive framework. This process ensures that each student's unique needs are addressed in alignment with their Education, Health and Care Plan (EHCP) and other supporting documentation. The steps are as follows:

1. EHCP and Documentation Received: Upon enrolment, relevant EHCP and other critical documentation are reviewed to understand the student's background, needs, and previous support.

2. Referrals and Transition: Any necessary referrals are made to external agencies (e.g., Educational Psychologists or CAMHS). A transition plan is initiated to support the student's entry into the school environment, involving key staff and, if necessary, a phased approach.

   North Hill House School has a dedicated Transition Lead who coordinates phased transitions tailored to each student's interests and strengths. These transitions aim to support students in developing trusting relationships with key adults, building familiarity with the school environment, and growing in confidence. The transition process is carefully planned and structured, allowing students to gradually increase their time in school and engage in activities that align with their interests. This approach helps to reduce anxiety and fosters a sense of belonging from the outset. Most transitions last approximately six weeks, during which time key adults monitor progress, adjust strategies as needed, and provide consistent reassurance. However, for students requiring significant levels of support to reengage with learning, the school collaborates closely with families and the Local Education Authority to design a longer phased transition plan. This extended transition period ensures that individual needs are met effectively, setting a strong foundation for positive educational experiences.

3. Needs and Provisions Identified: Based on the EHCP and initial observations, the student's needs and required provisions are identified, focusing on resources, support, and adjustments that will aid their learning and development.

4. Formal/Semi-Formal Pathway Identified: An appropriate pathway is selected based on the student's learning profile, ensuring that the level of instruction matches their cognitive and developmental stage, whether formal or semi-formal.

5. One Page Profile and Relational Support Plan Created: A concise, one-page profile is developed, outlining key information about the student's needs, preferences, and strategies to support their social-emotional development. This is complemented by a relational support plan to guide staff in managing behaviour through relational and trauma-informed approaches.

6. Termly Learning Goals (TLGs) Set by Teacher and Reviewed by SLT: Teachers set TLGs aligned with EHCP outcomes, which are then reviewed by the Senior Leadership Team (SLT) to ensure alignment with broader objectives and the student's overall progress.

7. Individual Learning Plan (ILP) Created on TES Provision Map: An ILP is developed on the TES Provision Map platform, detailing targeted learning outcomes, interventions, and provisions specified for the student.

8. Assessment Framework Created on Evidence for Learning (EfL): An assessment framework is established on EfL, which serves as a record for documenting evidence of student progress in alignment with TLGs and other personalised goals.

9. TLG Coverage Planning: Teachers plan curriculum coverage to ensure that each TLG is integrated into teaching schedules and that students are provided ample opportunity to meet these targets.

10. Intervention Scheduling: Specific interventions are scheduled, targeting areas identified in the EHCP and assessment framework, such as social skills, literacy, or communication support.

11. Adaptive Teaching: Teachers utilise adaptive teaching strategies, modifying lessons and resources to meet students' individual learning styles, abilities, and needs.

12. Personalised Plans: Personalised plans are developed for each student, detailing instructional strategies, behavioural supports, and accommodations tailored to their unique profile.

13. Interventions: Interventions are implemented based on assessed needs, ranging from small group sessions to one-to-one support, focusing on academic, social, and behavioural development.

14. Therapy Input (Direct or Support Programmes): Therapy is either delivered directly or through structured support programmes, involving multidisciplinary team members as required by the EHCP.

15. Evidence Recorded on Evidence for Learning: All progress, interventions, and outcomes are meticulously recorded on the EfL platform, creating a digital portfolio of the student's achievements and areas for growth.

16. Termly Review: At the end of each term, a review is conducted to evaluate TLG outcomes, assess the efficacy of interventions, and make adjustments to the ILP as needed.

17. Review of TLG Outcomes and Provision at Terms 1, 3, and 5: These key review points allow for in-depth analysis and adjustment of ILP provisions, TLGs, and interventions to ensure progress towards EHCP outcomes.

18. Annual Review: A comprehensive annual review of the EHCP and related provisions is conducted, involving key stakeholders, including external specialists where relevant, to reassess the student's progress and refine goals for the upcoming year.

This structured approach supports students' academic, social, and emotional development through consistent monitoring, collaboration, and adaptive practices, ensuring a holistic, individualised response to their needs

## 5. Key Strategies and Approaches

a. Evidence for Learning (EfL):
EfL serves as the primary platform for setting and tracking each student's TLGs. TLGs are collaboratively developed by the class tutor, SENCo, SLT, and therapy team, ensuring alignment with EHCP outcomes and the highest standards of quality. Regular Quality Assurance (QA) tracking, weekly drop-in support sessions, and consultation with therapy professionals reinforce effective usage of EfL. Staff training emphasises accurate observation recording and use of EfL comment templates, promoting consistent, high-quality documentation of each student's progress.

b. Termly Learning Goals (TLGs):

TLGs are established for each student and prominently displayed in exercise books, promoting visibility and alignment across teaching staff. The TLG Coverage Timetable, accessible on Provision Map, provides a curriculum-wide view of TLG integration, ensuring consistent reinforcement of each student's goals. Tutors and therapy staff collaboratively review and update TLGs in line with student progress, creating a dynamic and responsive support system.

As illustrated in the TLG Guidance document shown below, all students have current short-term targets referred to as Termly Learning Goals (TLGs), which outline specific, actionable objectives designed to support student progress over each term. These TLGs are accessible in several key formats to ensure that both teachers and students can engage with them effectively.
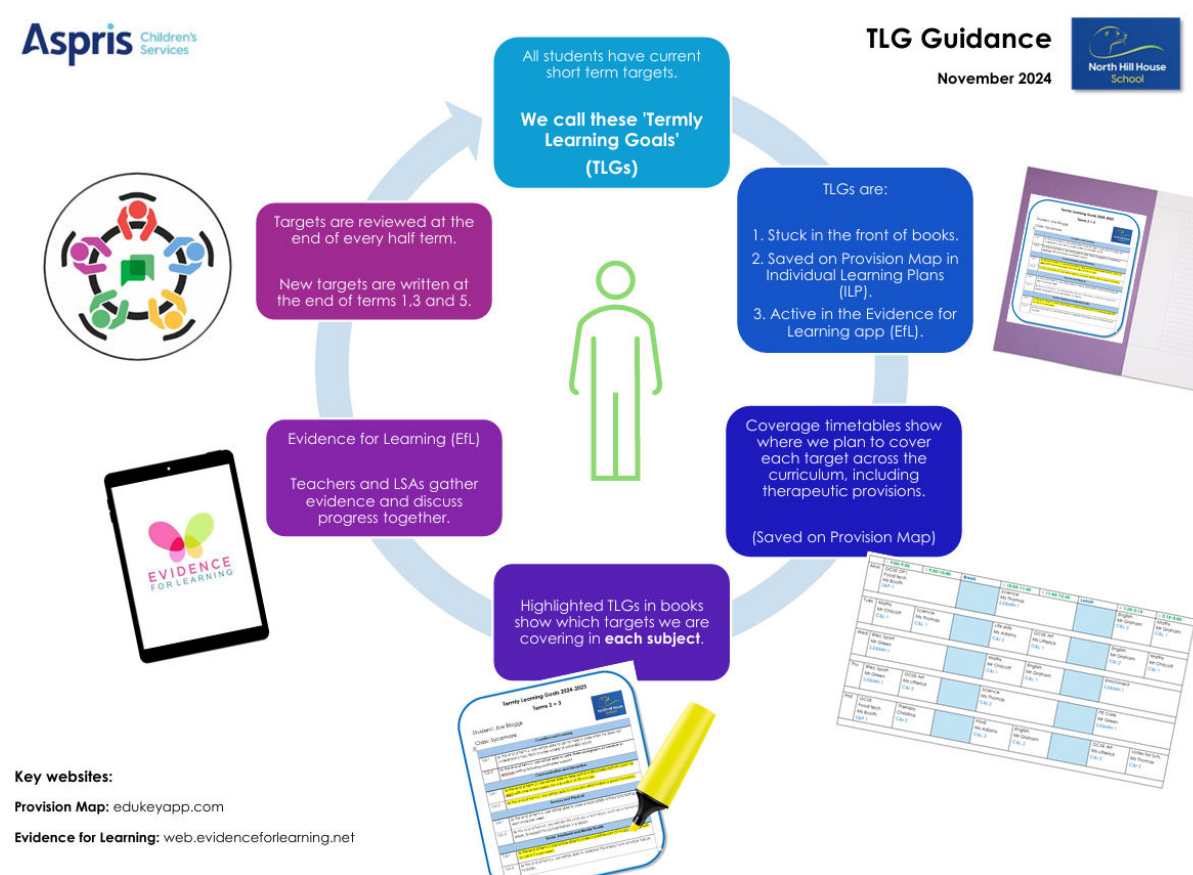
TLG Storage and Accessibility:

Book Placement: Each student's TLGs are affixed to the front of their workbooks, allowing students and teachers easy access during lessons to reinforce focus on these personalised goals.

Digital Storage on Provision Map: TLGs are documented within each student's Individual Learning Plan (ILP) on the Provision Map system, facilitating a centralised and organised reference point.

Evidence for Learning (EfL) Integration: TLGs are also active within the EfL app, an application through which teachers and Learning Support Assistants (LSAs) gather evidence and collaboratively discuss progress. This digital tracking ensures that progress data is shared and evaluated by the educational team.

Curriculum and Therapeutic Integration:

A Coverage Timetable aligns TLGs across the curriculum, ensuring that each target is systematically addressed within subject teaching, including integration with therapeutic provisions. This

timetable is saved on the Provision Map for easy reference and aligns curriculum delivery with targeted objectives.

Highlighted Targets and Evidence Collection:
Within each subject, highlighted TLGs in students' books indicate which specific targets are being actively worked on, providing clarity on focus areas for both educators and students. Teachers and LSAs use EfL to document evidence of progress, sharing observations and assessments to guide ongoing support strategies.

TLG Review and Update Cycle:
To maintain relevance and effectiveness, TLGs are reviewed at the end of each half term, with new targets established at the end of terms 1, 3, and 5. This cyclical review ensures that objectives remain responsive to students' evolving needs, with progress guiding the setting of new targets that continue to support development aligned with the curriculum and individual needs.

c. Provision Map:
The Provision Map platform serves as a centralised repository for all SEND documentation, including ILPs, Relational Support Plans, One-Page Profiles, Individual Risk Assessments, and Communication Logs. The platform and associated documentations offers an organised overview of provisions and enables clear visibility of each student's support needs. Staff are trained in the use of Provision Map to ensure documentation is comprehensive, accurate, and accessible to all.

d. Relational Support Plans and One-Page Profiles:
Relational Support Plans guide staff in adopting therapeutic, trauma-informed strategies to support students' behavioural and emotional needs. One-Page Profiles provide insights into each student's preferences, strengths, and support strategies, promoting a consistent understanding across all staff and a relational approach to student engagement.

e. Therapy Department Integration:
The therapy team at NHH, led by SENCo oversight, includes occupational therapists, speech and language therapists, and a counsellor. This team provides both direct and indirect services in line with EHCP directives, ensuring students receive the targeted interventions required for their development. Therapy programmes are continually adapted to address the evolving needs identified in EHCPs, supported by environmental audits and staff training initiatives.

f. EHCP Annual Review Process
The EHCP Annual Review Process at NHH has been streamlined to ensure efficient and accurate updates, with tutors taking on the responsibility of tracking changes throughout the year. This proactive approach allows tutors to make real-time adjustments to each student's EHCP as progress is observed, rather than waiting until the formal review meeting. By continuously monitoring and recording changes, tutors ensure that the EHCP remains a dynamic, up-to-date document that truly reflects each pupil's evolving needs and achievements.

Before the Annual Review meeting, the updated EHCP, an academic report, and the student's recorded views are shared with all stakeholders. This ensures that everyone involved has a clear understanding of the pupil's current progress, needs, and personal perspective ahead of the discussion.

During the Annual Review meeting, tutors present these tracked changes, facilitating a comprehensive discussion about what has been achieved and what goals or support strategies may need adjustment. This streamlined process ultimately enhances the accuracy and relevance

of the EHCP, making it a more effective tool for guiding personalised support and fostering pupil progress.

6. Targeted Interventions

At North Hill House School, a range of targeted interventions is provided to support pupils in achieving their full potential, tailored to meet individual learning and developmental needs. Targeted phonics teaching and individual literacy support help develop essential reading and writing skills, crucial for pupils with specific learning needs. Speech and Language Therapy is offered both directly and through structured support programmes, aiming to improve communication and social skills. Occupational Therapy, also delivered directly or through supportive programmes, addresses sensory needs and fine motor skills, fostering greater independence. Additionally, counselling and Emotional Literacy Support (ELSA) sessions provide emotional and mental health support, helping pupils manage challenges in a supportive environment. Unique therapeutic options, such as Forest School and Equine Therapy, allow pupils to engage with nature and animals, supporting emotional resilience, confidence, and social development. Each intervention is carefully selected to empower pupils and promote holistic growth, recognising the diversity of needs across the school.

7. Supporting SEMH Needs

NHH's SEND Strategy prioritises Social, Emotional, and Mental Health (SEMH) development through structured and relational approaches, recognising the importance of tailored support for each pupil. Central to this approach are Relational Support Plans (RSPs), which provide a personalised framework for managing behaviour through supportive, relationship-based strategies. RSPs are designed to be responsive to each pupil's unique needs, guiding staff in using trauma-informed, empathetic approaches that reinforce trust and stability.

The Zones of Regulation framework and various therapeutic programmes further support SEMH development by teaching students skills in self-awareness, emotional regulation, and social interaction. By aligning these programmes with RSPs, the school ensures a consistent, integrated approach to behaviour support, where pupils learn to recognise and manage their emotions in a safe, structured environment. This strategy is reinforced by regular engagement with therapy professionals, who help set individualised targets and monitor progress. Additionally, staff training on trauma-informed practices underpins the effective use of RSPs and the Zones framework, ensuring that all staff are equipped to provide consistent, compassionate support. This cohesive approach promotes not only individual growth but also a school-wide culture of understanding and respect for each pupil's SEMH needs.

8. Parent and Stakeholder Involvement

Parents and stakeholders are actively engaged in the SEND process at NHH. Regular communication, including updates at Parent Forums, provides transparency on student progress, new SEND strategies, and upcoming initiatives such as sharing EfL observations. Feedback is sought to ensure alignment with parent and Local Education Authority (LEA) expectations, supporting collaborative decision-making and continuous improvement.

9. Quality Assurance and Review

The SENCo and SLT conduct routine Quality Assurance (QA) activities, including learning walks, case reviews, and monitoring of EfL and Provision Map usage. These internal reviews are supplemented by external QA visits, which validate the strength and compliance of SEND systems. Feedback from these QA processes informs policy adjustments, staff training, and areas for further development.

10. Training and Professional Development

NHH is committed to ongoing professional development, providing staff with training on EfL, Provision Map, and trauma-informed approaches to support SEMH needs effectively. Additional training ensures staff can confidently implement relational and therapeutic strategies aligned with SEND goals. Support plans and individualised training are available to address specific staff needs as identified through QA tracking.

11. Monitoring and Evaluation

The effectiveness of the SEND Local procedure is evaluated through:

- Continuous assessment of student progress against TLGs and EHCP outcomes.

- Regular feedback from students, staff, and parents.

- QA tracking of staff engagement with EfL and Provision Map.

- Annual reviews conducted by the SENCo and SLT to ensure policy relevance and effectiveness.

12. Local Procedure Review

This SEND Local Procedure is reviewed annually, with adjustments made to maintain compliance, reflect best practices, and address emerging needs. Changes are communicated to all stakeholders to ensure transparency and commitment to high standards in SEND provision.

Contents Checklist (Local Services may add additional items – this is a core list)			
The rationale and overall objectives of the procedure	x	Roles and responsibilities within the school/college to support with SEND	x
A definition of SEN, and the four broad 'areas of need' from the SEND Code of Practice, indicating any specialist areas of need provided for within the school/college Or The three definitions of SEN from the Manual Of Good Practice In Special Educational Needs (Scotland), and provision for their special educational needs	x		

How the school leadership team will ensure staff are aware of and adhere to the procedure's stated aims	x		
Arrangements for reviewing the procedure	x		
Systems and processes within the school /college and the training for staff	x		
Any interventions that are provided to enable pupils to achieve their potential	x		
Arrangements for review meetings, including annual reviews.	x		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions