



## Maltby Hilltop School

*an academy within Nexus MAT*

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Headteacher: Mr David Burdett



Hilltop School is a special school which offers provision for children and young people aged 2-19 with profound and multiple, severe and complex learning difficulties. Most pupils have additional sensory and / or communication needs. Some pupils have specific medical needs and others may require support for their Social, Emotional and Mental Health (SEMH).

### **Mission Statement (written with Kelford school)**

- We want all our young people to be valued, visible and fully included in our community and in the communities where they live. We want them to be active and responsible citizens.
- We want all our young people to be 'the best they can be'. We want them to be confident and successful learners who are proud of their achievements. We want them to be safe, healthy and happy. We want all our young people to have strong and influential voices and have the confidence and ability to make good choices and decisions. We want them to be fully prepared for the next stage of their lives.
- We want to be 'the best we can be'. We want our schools to be passionately person-centred, always putting children, young people and families at the centre of everything we do. We want our schools to be flexible, dynamic and responsive to the needs, interests and abilities of our children and young people. We want to influence widely through strong partnerships with other schools and services. We want to be 'learning schools' which value and celebrate success and which are reflective, analytical and always focused on improvement.

### **Aims and Values**

We aim to provide each child with –

- Encouragement to develop a sense of achievement, self-esteem and confidence.
- Opportunities to develop communication skills through a range of strategies.
- Opportunities to become responsive, imaginative, co-operative and independent.
- Opportunities to develop their own learning and make informed choices.
- Opportunities to have fun whilst developing skills and building on those skills.

All activities are driven by the New Nexus Trust vision.

"Learning together to be the best we can be"

Linked to our mission statement.

Our learners and their families are at the centre of what we do.

Our employees and partners are passionate about being the best that they can be.

Our trust is relentlessly focused on improvement.

### **Admissions**

All pupils who attend Hilltop School will have had a Statutory Assessment of their special educational needs (SEND) by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.

Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.

Subsequent to Hilltop being named in the child's EHC and the school receiving a copy of this, the school will arrange a school/setting and home visit to collate the schools Admissions Information. The child will start their transition into school as soon as practically possible following the admissions information being completed and transport arrangements being made. For pupils in the Foundation Stage, a flexible place can be offered.

### Areas Served

Children are admitted from the whole of the Rotherham Metropolitan Borough Council area. Currently some children and young people living in Nottinghamshire and Barnsley attend Hilltop school where the journey would be shorter than that to similar schools in their area.

### Pupil Numbers

The school has places for up to 102 pupils. Currently we have 111 pupils on roll with 3 more possible Autumn 2017. We are over capacity and are unable to offer places until September 2018.

### School Organisation

For teaching and organisational purposes the school has three phases:

Early Years – Nursery, Foundation Stage (EYFS)

Lower school – Key Stage 1, 2 and 3 (years 1 to 9).

Upper school – Key Stage 4 and 6<sup>th</sup> Form (years 10 to 14)

Staff work in upper/lower teams. Pupils are in a class group of 6-10 children of a similar age. In 6<sup>th</sup> form they have a register base and then work in different groups. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff (TAs) in their child's class.

Senior Leaders are accountable for day-to-day matters within their team. The head is David Burdett. There are 2 Deputy Heads, Rob Mulvey for Lower school and Chris Hodgkinson for Upper school. We have appointed Amanda France this year as the assistant head in Upper School. Our other Assistant head, Claire Rose oversees our work at Redwood Academy (Yellow, Larch and Blossom classes) where some of our younger learners spend time with their mainstream peers. The first point of contact for financial and administrative matters is the School Business Manager Janine Blakemore. You can email any of us at [hilltopschool@nexusmat.org](mailto:hilltopschool@nexusmat.org)

### Staffing Structure

Senior Leadership:

Level	Number	Full Time Equivalent
Headteacher	1	1
Deputy Headteacher	2	2
Assistant Headteacher	2	2

Teaching:

Level	Number	Full Time Equivalent
Teacher with additional responsibilities (TLRs)	2	2
Teachers	12	10.8
Newly Qualified teachers	2	2

Teaching Support:

Level	Number	Full Time Equivalent
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HLTA/Tutor	5	4.45
Level Four	2	1.8
Level Three	13	10
Level Two	49	35
Level One	10	6.7
Apprentice	4	4

Administration / Site Management:

Level	Number	Full Time Equivalent
Term time only	7	5.2
Whole Year (School Business manager)	1	1
Site Manager	1	1

### Curriculum and assessment

The priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.

We are working with Kelford school on key 'Pathways' for our learners for those with profound and multiple learning difficulties (PMLD), autistic spectrum condition (ASC), severe learning needs (SLD) and those operating nearer to moderate learning difficulties (MLD).

This identifies the learning priorities for each pupil / young person and covers 3 main areas.

**Core curriculum** means learning the National Curriculum subjects following a linear model of assessment.

**Alternative curriculum** means learning through an alternative model including sensory approaches. Further information can be found in the appropriate curriculum policies. Progress is usually lateral and may be about new experiences or may focus on key areas children need to learn. For example some learners with autism may have different skills in some specific areas.

**Supplementary curriculum** this is therapeutic and additional provision that a child/ young person will need to be ready to learn or to access learning. They will have personal priority needs that are highlighted on pupils' individual statements or EHC and will be a central feature of their Individual Education Plan (IEP). Examples of this include rebound therapy, hydrotherapy, sensory circuits, sensory integration, and Speech and Language therapy. Progress in these areas are measured through engagement, involvement and maintenance or improvements in health and wellbeing.

### Curriculum Content

At Hilltop School we provide a needs-led, person centred curriculum which is flexible and creative. We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.

We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

We have been working as a school on 'ICE Curriculum Drivers'. For each child we have linked their learning to three key areas;

1. Independence – expanding opportunities to be independent
2. Communication – ensuring an effective means of communication to help with making choices, expressing opinions and able to make and indicate decisions.
3. Experience, exploration and engagement – widening the range of experiences on offer to our learners.

In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum.

These skills include:

- Communication skills – including the use of augmentative and alternative communication (AAC), developing signing skills, developing verbal skills and the ability to reason.
- Physical development, PE & Dance (including positioning, maintenance of posture, muscle tone and ease of movement).
- Personal learning and thinking skills – PLTS (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences – includes moderating and maintaining an appropriate level of 'input' to ensure learners are in a 'calm alert' state and ready to learn).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

### **Specialist resources**

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculums.
- Individual class play areas appropriate for all our primary learners.
- A therapy room.
- A hydrotherapy pool.
- A Sensory Integration room.
- Adapted hygiene areas with tracking hoists and specialist equipment.
- Sensory outdoor spaces with covered canopies.
- Augmentative and alternative communication including communication assessments and pathways.
- Computers in every classroom including touchscreens and iPads.
- 2 trampolines for Rebound Therapy.
- School dinners prepared on-site catering for individual dietary requirements where required.
- Access to a Minibus.
- Peripatetic music sessions lead for a range of students.
- Music Therapy through our joint work with Bluebell Wood Hospice.
- There is a school nurse team funded through health and they run regular 'drop in', medicals and support our learners at meetings, with care and medication plans
- There is an essential team of other professionals that are based in school. This includes physiotherapy, occupational therapy and speech and language therapy (SALT) teams.
- We have regular support from the visual and hearing impaired service.
- David Beard provides support to school and families for students who have epilepsy.
- Jason Dutton liaises with school and families to ensure transport to school works well.

### **Staff Training and development**

All staff have access to a programme of Continuing Professional Development which includes training in Makaton, Moving and Handling, Emergency First Aid, Fire safety, Feeding and Swallowing, Safeguarding and Team Teach positive behaviour management. We also have had routine safeguarding training, medication administration which includes buccal and epipen.

In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development.

The School has a number of staff who have Specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

Examples of Specialist knowledge and training include:

TEACCH (structured teaching)

SCERTS (structured communication)

Autism

Multi-sensory

Hydrotherapy

Intensive interaction

Working with Jo Helas (an occupational therapist with a specialism in sensory integration) on our sensory integration practice around 'calm alert state' and supporting pupils to be ready to learn.

Augmentative and alternative communication (AAC)

Visual Impairment

Hearing Impairment

Picture Exchange Communication (PECS)

Sex and Relationships Education (SRE)

Child Protection

Medication administration, tracheostomy care, gastrostomy care.

Behaviour Management

Team Teach tutors

Makaton Local Tutors

NVQ in supporting teaching and learning

National Professional Qualification in (Middle / Senior / Headteacher) Leadership

Rebound

### **Meeting individual needs**

At Hilltop School we pride ourselves in providing personalised timetables and individual programs of study which best suits the needs of each and every one of our students.

Groupings of students are in classes which best cater for their SEND – SLD, PMLD, ASC. This enables different strategies, environments and approaches to be in place that best meets the student's specific needs.

The PMLD curriculum pathway strives to meet the sensory needs of our students as well as their physical and care needs. Access to the hydrotherapy pool, rebound and physiotherapy all benefit these young people.

The ASC Curriculum and Pathway provide individual schedules for students, 1:1 TA Support and low level environments benefit them as well as access to the community, swim, trampoline and sensory integration sessions.

The emphasis for our SLD students is to promote independence to the best of their abilities and this is embedded throughout the curriculum. We also have some more able students particularly at Post 16 who are on more independent and MLD pathways and we are working with Kelford school to look at ways forward with this.

The school has identified three curriculum drivers which are at the very core of all we do.

Independence, Communication with Experience, Exploration and Engagement (ICE) have been identified as being the building blocks on which all progression and development is based.

We offer support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

For students experiencing SEMH issues we make regular referrals to the children and adults mental health service (CAMHS). Input from CAHMS and Educational Psychology play a vital role in developing strategies to support the health and well-being of all our students.

The PSHE curriculum embeds skills to promote Independence, Integration into the Wider Community, Acceptance, Tolerance and Fairness.

In Post 16 lunch time PSHE Clubs and curriculum sessions around PSHE and keeping safe.

Hilltop involves other bodies, including health and social care, early support, family support workers, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families. Often a number of regular meeting support the student and include;

Multi-agency meetings

CIN – Child in Need Meetings generated by Social Workers to address any issues

TAC or TAF – Team Around the Child/Family Meetings – Multi-Agency meetings to ensure sharing of information and joined up thinking regarding strategies and approaches

LAC – Looked after Child meetings once a term and this feeds into updating the EPEP (Electronic Personal Educational Plan). The focus is how well the LAC are making progress and what support is in place.

PCR – Person Centred Reviews. Exploring the needs, hopes and aspirations of our young people with the young person's views at the center of the discussion.

Medicals

### **Partnerships with other schools and Inclusion**

As a member of a Multi Academy Trust the school has positive partnerships with the other three schools within the Trust which enables sharing of practice, knowledge and resources.

Other pupils have benefited from inclusion opportunities in Mainstream Primary or Secondary schools and in schools for Children with Moderate Learning Difficulties (MLD).

We have strong links with other local and regional schools through our sporting partnerships.

We have inclusion links with Redwood Primary Academy. Since 2013 students in EYFS and Key Stage 1 have been taught in a split site provision spending half their time at Hilltop and the other half at Redwood Academy, a local mainstream 4-11 primary school. Two classes, Larch and Blossom, are on site at Redwood and while students from Hilltop work with their SEND peers in class inclusion activities with their mainstream peers.

Key Stage 3 Students at Hilltop spend sessions at Maltby Academy, utilising their specialised Community Art Space. Inclusion activities are actively encouraged with Maltby Academy Students.

Post 16 students attend GCSE PE lessons at Aston Academy. Over the last 7 years groups of students from Hilltop have been entered for GCSE PE and we have 100% pass rate A-F. Some students in our Post 16 attend courses at Rotherham Arts and Technology College or have links with Post 19 providers. Some students, according to their individual need and aspirations participate in vocational links with the local business community.

We run a programme of work experiences throughout the year.

### **Partnerships with parents**

Parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the Individual Education Plan based upon their priorities and aspirations. These are linked to The ICE drivers. The teacher supports and facilitates this through the Review held annually and reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child.

Termly Parent Carer Consultation Meetings – For academic Year 2017-18 are as follows

Lower School – Wed 25<sup>th</sup> October, Thurs 8<sup>th</sup> February and Thurs 24<sup>th</sup> May

Upper School – 13<sup>th</sup> October, Tues 6<sup>th</sup> February and Tues 22<sup>nd</sup> May

If parents/carers have difficulties attending meetings arrangements are made for alternative times or venues to accommodate.

Yearly Annual Review or PCR (Person Centered Review) for every child

Annual Parent/Carer Surveys sent requesting the views of families regarding their child's experiences at Hilltop.

This academic year we are ensuring all of our students have an EHCP.

Year 14 students have a minimum of 3 Interim meetings to effectively plan for Post 19 Transition

In addition, contact is maintained with families through the home/school diary (daily) and telephone calls (as often as the parent requests).

Wider school information is sent to parents through the Headteacher newsletter. The school website and Facebook Page also contains parent friendly information.

We have Vic Harrop who is our Parent Ambassador and offers direct support for parents.

It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

### **Pupil voice**

Listening to and responding to our "student's voice" plays a major part in their education at Hilltop. Students are asked their views on a range of issues, they are invited to join Annual Reviews and PCRs if this is appropriate dependent on complexity of need.

We have a student council who have been involved in interviewing and contributing to key areas of school including the new school uniform.

As part of the EPEP process all LAC are consulted on their views of how they see their education at Hilltop, exploring likes and dislikes and evaluating their progress.

Post 16 students have a weekly PCR lesson which focusses on their individual hopes and aspirations and informs their Post 19 transition.

### **Assessment, recording and reporting**

This will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children's learning.
- Provide schools with information to evaluate work and set appropriate targets.

On a termly basis all teachers work alongside SLT/ELT on Pupil Progress meetings. This is an opportunity to spend focused time analysing each individual student needs and progress in order to assess the major barriers to their learning and devise strategies and action plans to overcome them. We can then mobilise school resources to address the issues to ensure progress.

Termly data analysis of The Early Years Assessment Framework, B<sup>2</sup> Assessment/CASPA Data and the PLTS Assessment Framework to track progress and target those identified as not making expected progress.

All Assessment Data is shared with parents as are Termly IEPs. If appropriate students play an active role in assessing their own progress and set new challenges and goals for themselves. In Post 16 this is embedded in the PLTS assessment sessions at the end of the day.

There are key outcomes at 19 that we aspire to for our pupils and these are fundamental to our leavers being successful learners, confident individuals and responsible citizens.

## **Transport Arrangements**

Every pupil is offered free transport to and from school until they are 16. The Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses, in specialist transport (i.e. vehicles with tail lifts for wheelchairs) and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.

## **Complaints**

Hilltop School offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.

All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with the Head Teacher or Senior Leadership Team.

Pupils are encouraged to speak to any member of staff regarding any concern or complaint. The pupils can also make their complaint known to the school council whereby it will be dealt with by the Headteacher.

Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake a full investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue parents are urged to contact the Chair of Governors or the Chief Executive Officer.

## **Monitoring and evaluation.**

The senior leadership team, Governing Body and Directors will measure the success or otherwise of Hilltop School by consideration of, for example:

Achievement and outcomes for pupils and students

Happy, contented children

Inspection reports or external reviews

Review of Curriculum development.

Quality and regularity of Home-School liaison

Quality of assessment, planning, record keeping and records of achievement

The school's financial management

Reviewing Action Plans as part of the School Improvement Planning process.

## **Transition**

All students who are new to Hilltop School no matter at what age they arrive will undergo a full transition which includes visits with existing staff so that vital information can be shared building up to full days and eventually weeks to ensure transition is smooth.

As the majority of our pupils are grouped by age this does mean that they encounter transition into a new class every 2 or 3 years. Toward the end of each academic year transition meetings are held between class teachers in order for the transfer of vital academic and care information of individual students moving into new classes and Key Stages. Students will spend time in their new class settings before the end of the academic year in order to ensure that the new academic year starts smoothly.

Some students in the Key Stage 4 attend weekly sessions at RCAT college with the aim of them getting used to new academic environments and laying the foundations for Post 19 transition.



Students in Year 12 and 13 attend termly College sessions on a rotational basis during which they experience a range of taster sessions which give them an insight into what they can expect. Year 14 Students for whom a Post 19 college placement is deemed appropriate have weekly college days throughout the year ready for their transition.

As part of the PCR process other Post 19 provision is identified along with the Social Work team for our more complex students for whom college would not be appropriate. Visits to Day Service providers and Specialist College provision are set up and students and families explore the Post 19 options with the support of Hilltop Staff.

Other Post 16 experiences which prepare the students for life after Hilltop and adulthood are weekly Work Related learning lessons. These explore a range of work experiences in school such as Catering, Horticulture, Office Skills, Grounds Maintenance and Library Skills.

Post 16 Students are also given the opportunity to explore a range of Work Experience Placements such as Supermarkets, Fast Food Restaurants, Charity Shops, Florists, Hair and Beauty Salons. Staff whose responsibility it is to organise Work Experience Placements strive hard to find opportunities in the students own community with a view to it becoming long term and sustainable after students leave Hilltop.

For the few students that it is relevant for, Independent Travel Training is delivered and supported with the help of the Local Authority. Through years of shadowing and modelling a small number of students work towards being able to use public transport independently and problem solve if there are any changes to routine.

### **Further information**

Rotherham have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at [www.rotherhamsendlocaloffer.org/](http://www.rotherhamsendlocaloffer.org/)

Rotherham SENDIASS can also give you:

- information and advice about SEN and disability support and provision
- more information about local services, organisations, and resources which might help
- advice and support to get more involved. This can be found at <http://www.rotherhamsendiass.org.uk>

Rotherham parents and carers forum are a group run by parents for parents and their website can be accessed at <http://www.rpcf.co.uk/public/rotherham336.html.nc>