



SEND Information Report

	Questions	School Response
1	<p>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • All pupils attending West Hill School have a Statement of Special Educational Needs or an Education Health Care Plan (EHCP) for pupils with Learning Difficulties, Autism and Complex Needs. This Statement or EHCP also outlines each pupil's learning objectives, which are reviewed on a regular basis and at the Annual Review to ensure that these objectives remain appropriate to meet the pupil's Educational Needs. • We have rigorous monitoring in place that tracks the progress our pupils make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. As parents and carers you are encouraged to speak to the class teacher about any concerns you have.
2	<p>How will school staff support my child/young person?</p>	<ul style="list-style-type: none"> • Our approach is guided by our policies, including: communication policy, tutor policy and SEN policy. This ensures a wraparound approach that supports our pupils and their families. • There is a comprehensive induction programme for both the pupil and the parents. It begins months before your child starts at West Hill; all pupils have a named class teacher. It is easy to contact your child's teacher by email or phone, and to meet up at events like termly review meetings. • Staff routinely consult with pupils regarding their needs, for example when preparing for the Annual Review meeting pupils are encouraged to reflect on their successes, areas they would like to work on and their aspirations. • Our curriculum is carefully and thoughtfully planned in consultation with parents, governors (our Chair of Governors is Ray Marsh), pupils and staff to make sure we meet the needs of the pupils.

		<ul style="list-style-type: none"> • Progress is regularly monitored to ensure pupils are achieving as much as they possibly can and we discuss this with you at regular points throughout the year: over the phone; by email; in termly review meetings and through home visits etc. • All of our staff are fully trained at meeting the range of Special Educational and Additional Needs. Other professional services support us, such as the Educational Psychology, Physical and Sensory Support Service, Speech and Language therapy, Occupational therapy and Medical Team. • Your child will have an SEN plan, which is reviewed each term. We send the agreed targets home to you annually. • The governor who is responsible for monitoring that the SEN policy is working well is Fiona Clifton. Parents are able to contribute to this process via the SEN Reference Group or consultation process.
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>Our work at West Hill is focused to ensure that each pupil receives an appropriate provision to ensure their needs are met. We are committed to every child achieving as much as they possibly can with a focus towards personal growth and independence.</p> <p>Our curriculum strategy is differentiated to meet individual need with these overarching objectives:</p> <ul style="list-style-type: none"> • Spiritual and moral awareness, emotional well-being, self-esteem and a tolerance and respect for other people; preparing to live in and contribute to a fair and multi-cultural society; • Knowledge and appreciation of the world in which we live • A sense of personal and social responsibility and the knowledge needed to lead a full and healthy life; • The ability to communicate clearly and confidently in a variety of ways and contexts, including reading, writing and language skills; • An understanding of the application of mathematical ideas and the ability to use them appropriately in various situations; • An understanding of the application of information and communication technology and the ability to use it appropriately in various situations; • Imagination and sensitivity; an appreciation of the arts; a sense of awe and wonder; an appreciation of our past and of the environment;

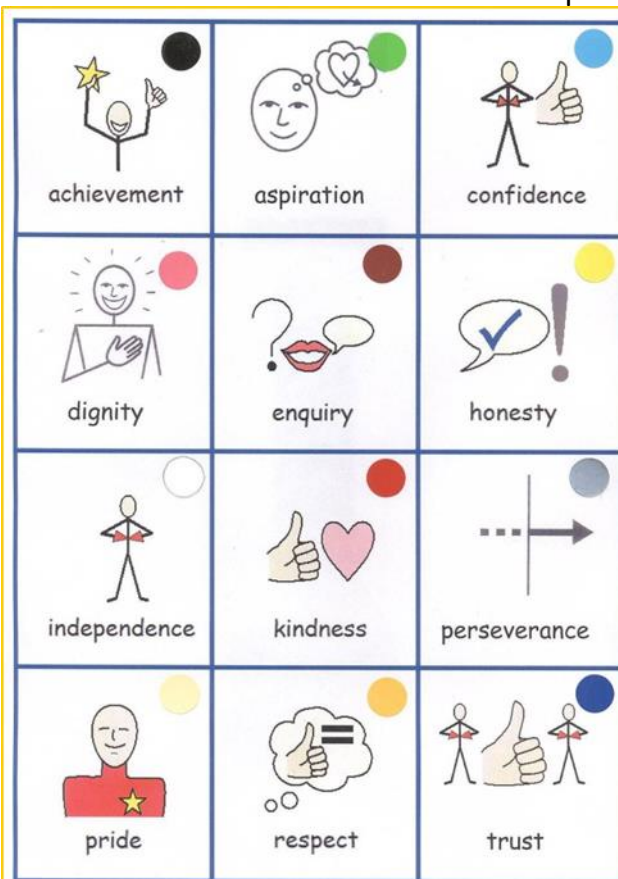
		<ul style="list-style-type: none"> • Agility and physical co-ordination, health and fitness; confidence in and through physical activity and the ability to express feeling through movement; • The ability to analyse and solve problems, seeking and interpreting appropriate evidence, considering and applying solutions; and the skills necessary to make a successful transition to the next stage in their learning. <p>The curriculum will be centred on the Early Learning Goals (ELGs) in nursery and reception. Pupils in Year 1 will continue to work towards these goals, based on individual need, whilst being prepared for the transition to the National Curriculum in Year 2.</p> <p>The inclusive and creative curriculum from Year 2 will help us achieve our vision that Year 6 pupils will be as far as possible:</p> <ul style="list-style-type: none"> • Good communicators • Socially appropriate • Able to emotionally self-regulate • Literate • Numerate • Independent • Ready for secondary school <p>Pupils are individually disapplied from the Modern Foreign Language curriculum.</p>
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • There is an opportunity to discuss your child's progress against the SEN plan at points throughout the year. • The Annual Achievement Record provides a detailed summary of your child's progress in academic subjects and against the SEN plan. • Pupil progress is tracked carefully by heads of department, subject teachers and tutors; staff use a rigorous system to check that pupils are making at least good progress. • We have a standard West Hill provision on offer (highlighted in our SEN policy) and we identify any additional strategies that pupils may need for support. Classes are organised by pupils' learning and SEN needs, resources available and the cohort. • Opportunities to discuss how best to support your child can always be talked through with

tutors and Heads of Department throughout the year, during termly review meetings or by contacting the school

- Annual progress reports are sent home for each subject area have a list of strategies that can be used to support pupils in meeting their identified targets
- Our homework policy invites you to decide, with the school, the most appropriate level of homework for your child.
- The governing body regularly attends bespoke SEND training in order to monitor the effectiveness of the school's work in helping all pupils to make progress

5 What support will there be for my child's/young person's overall well-being?

- Our twelve school behaviour values underpin all of our work in school



		<ul style="list-style-type: none"> • In addition, we take the following very seriously: Safeguarding, including e-safety (staff termly training); behaviour and attendance (with a clear link to rewards); 'pupil voice' is central to our ethos; and firm and clear anti-bullying policy. • We make sure we provide: Family support worker, home-school liaison (supported by a clear tutor policy), effective communication strategy and appropriate peer groups in-line with our admissions policy. We also support pupils' mental health with our trained Emotional Literacy Support Assistant (ELSA) • We endeavour to ensure that all communication with between home and school is positive and focused on ways to improve pupils' outcomes. Good communication will also ensure we know all pupils well, including their interests, so we know how best to support them. • Classes in our school are often mixed, for example Y8 and 9 pupils to help your child learn from peers and to support them to feel settled more quickly in a new class. • We offer a number of days throughout the year where pupils work in different groups with mixed abilities to encourage pupils to support one another. • Lead Governors are appointed to monitor and evaluate the management of pupil wellbeing at West Hill.
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<ul style="list-style-type: none"> • In school your child will have dedicated time with these services, if identified in their Statement or EHCP. Annual Review meetings give the opportunity to identify whether provision is sufficient and appropriate: <ul style="list-style-type: none"> ○ Speech and Language Therapy - 3 days Speech and Language Therapist (SaLT) and 3 days Speech and Language Therapy Assistant (SaLTA). Their work includes assessment, one-to-one, small group and class sessions; ○ Occupational Therapy and Physiotherapy through referral via the SENCo; ○ Physical and Sensory Support Services (PSSS) for pupils who require help if they are hearing impaired (HI) multi-sensory impaired (MSI) or visually impaired (VI) ○ Educational psychology <p>We believe therapy intervention is best delivered in an integrated multi-professional way, carefully planned through the curriculum. Additional therapies, such as drama or music therapy are</p>

		<p>considered on a needs-led basis and their benefits assessed against clear desired outcomes.</p> <ul style="list-style-type: none"> • We can also access support from Mindsight Surrey CAMHS (The health and social care partnership for pupils with mental health problems and learning disabilities) and Children's Services as appropriate, through referral e.g. Child Protection • West Hill purchases Music Therapy from Nordoff Robbins where a need is identified • Family Support worker and Emotional Literacy Support Assistant (ELSA)
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Staff are highly skilled at meeting the whole range of additional needs. As well as their professional qualifications many also have additional, higher qualifications (e.g. at Masters Level and in Leadership). • The Governing body regularly attends bespoke SEND training through professional organisations such as Babcock as well as from West Hill staff and associated support agencies. • Most staff are trained in ELKLAN (a language based course), TEACCH (an Autism specific approach that can be used in the classroom), Social Stories®, Makaton, First Aid, Food & Hygiene Qualifications, Health and Safety, Moving & Handling and CPI MAPA® (physical interventions that aim to minimise risk) • We have a comprehensive training programme, including weekly meetings, briefings and INSET days, which are customised to reflect and respond to the needs of the pupils who are currently at West Hill School and assist staff in delivering specialist approaches to subjects such as Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) • Safeguarding, including e-safety is a regular feature in our staff development schedule and information is communicated to parents in the parent newsletter • The governing body attends regular training so that strategic decision-making is based on knowledge of the West Hill cohort
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Activities and trips are planned with all our pupils in mind. All visits are risk assessed to make sure they are appropriate for individual pupils. Parents and carers take an active part in discussion around residential visits. If you were to have any concerns on a particular activity, for example, we would meet to discuss the individual risk assessment. • Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. Where there are concerns for safety or access, further thought and consideration is given and extra measures put in place to ensure needs are

		met. Where applicable parents and carers are consulted and involved in the planning process. Full regard is given to the Equality Duty
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • Our school is fully accessible for pupils with mobility aids. We are accessible for pupils who require hoisting in Early Years. We have a Clos-o-mat toilet (specialist disabled toilet) and a hygiene room in our Early years' department. We ensure that our accessibility is regularly reviewed and audited as part of our monthly health and safety check • Pupils with medical needs are supported in line with our school policy "Supporting pupils with medical conditions" (http://west-hill.surrey.sch.uk/parent-information/forms-and-policies/)
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> • Our induction programme starts months before your child joins West Hill. This is a staged approach and includes such activities as: <ul style="list-style-type: none"> ○ Coffee morning for parents to meet each other ○ Tours during school time ○ Photograph packs ○ Induction evening ○ Visits to your child's current setting ○ Home visits • Post-16 transition is carefully planned from the Y9 transition review on, to identify and prepare pupils for the most appropriate next step in their education. This includes: college placement in KS4, functional skills qualifications, identifying individual pathways for those who show interest and talent in particular areas, e.g. hairdressing courses, visits to skills fairs, representation by colleges at Open Evenings, school and college-based vocation courses. School staff support parent visits and applications to colleges and further education providers where appropriate and there is close liaison with the new provision to ensure that their staff are well informed. • Occasionally it may be more appropriate to transfer out of school to another setting before the end of Y11. • Transition at each key stage is carefully planned and communicated to parents
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's	<ul style="list-style-type: none"> • West Hill's arrangements are designed, structured and funded to meet the whole range of learning difficulties as outlined in Surrey's admissions policy for Learning and Additional Needs (LAN) and autism schools. At times this can include securing alternative provision, e.g. The Link (an off-site provision). We seek to ensure value for money service, so all such interventions are

	special educational needs?	costed and evaluated.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • The Statement or EHCP identifies your child's needs and the corresponding arrangements. The Annual Review process is a formal mechanism by which staff, pupils, and parents and, where appropriate, appropriate professionals from Health and Social Care, discuss progress and ensure that each child's needs are being met through the arrangements put in place by the school. At this point a decision is taken whether additional or different arrangements are necessary.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • We ask all parents to positively engage in the range of opportunities to discuss their child's progress and attend termly and annual review meetings to ensure that they are fully involved and informed of their pupils' progress. • We have a positive communication policy to ensure that dialogue is open and staff are easily accessible. • We encourage our parents to engage in the School Development Plan via the school website and this engagement can be extended by participating in West Hill's Parent Reference Groups, which are formed as appropriate to explore current and future developments. Parents also contribute to the SEN policy in this way. • We hold parent workshops to meet the needs of our current pupils e.g. the Cygnet programme (a programme that support parents with pupils with Autism), managing adolescence and reading • You can support the school further by becoming a School Governor or asking to join the SEND reference group • We do not currently have a PTA
14	Who can I contact for further information?	<p>Prospective pupils: Contact your child's Case Officer for further guidance. Look at the School Calendar (http://www.west-hill.surrey.sch.uk/school/term.html) for information about our open days. Look here (http://www.west-hill.surrey.sch.uk/school/admissions.html) for Surrey's admissions criteria.</p> <p>Current pupils: Your child's tutor is your first point of contact. The school website (http://www.west-hill.surrey.sch.uk/) lists all teachers' contact information, including email address and telephone</p>

extension. For any other queries or concerns please contact the school office.