

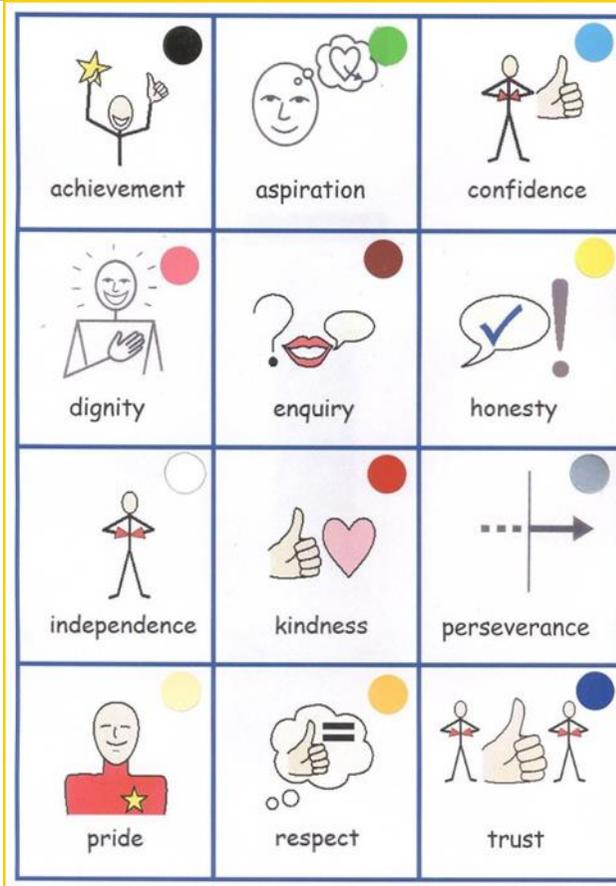


SEND Information Report Secondary

Questions	School Response
<p>1 How does West Hill 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 and we collect regularly throughout the year 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.
<p>2 How will West Hill School staff support my child/young person?</p>	<ul style="list-style-type: none"> • Our approach is guided by our policies, including: communication policy and SEND 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

		<p>pupils.</p> <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 where appropriate 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 Psychologist, 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 Governing Body is responsible for monitoring that the SEND policy is working well
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>By the time children leave us we want them to be:</p> <ul style="list-style-type: none"> • Good communicators • Socially proficient • Happy and able to emotionally self-regulate • Literate • Numerate • Independent • Ready for secondary school and beyond with a lifelong love of learning <p>To deliver these outcomes our ambitious curriculum:</p> <ul style="list-style-type: none"> • Is appropriate, broad and balanced • Integrates therapies via a multi-professional team approach • Fosters the characteristics of effective early learning through: playing and exploring; active learning and creating and thinking critically • Is learning, not content led to achieve mastery • Is underpinned by a deep understanding of research of into how our children learn • Assesses and plans for each child's holistic outcomes • Creates planned opportunities to develop independence, community participation, and functional social and communication skills

		<ul style="list-style-type: none"> • Is supported by effective policies to support outcomes e.g. behaviour and teaching policies <p>Pupils are individually disapplied from the Modern Foreign Language curriculum.</p> <p>Skilled teachers employ a range of effective strategies to deliver the curriculum in a way that matches pupils' abilities, strengths and barriers and provides appropriate stretch and challenge.</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 and teachers; staff use a rigorous system to check that pupils are making at least good progress. <p>We have a standard West Hill provision and we identify any additional strategies that pupils may need for support.</p> <ul style="list-style-type: none"> • Please see listed • Opportunities to discuss how best to support your child can always be talked through with teachers 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 and 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.
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • Our twelve school behaviour values underpin all of our work in school



- 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:
Home-school liaison, effective communication strategy and appropriate peer groups in-line with our admissions policy. We support pupils' mental health through enhanced staff training and pastoral support, using external experts where appropriate
- We endeavour to ensure that all communication with between home and school is positive and

		<p>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.</p> <ul style="list-style-type: none"> • Classes in our school are often mixed, for example Year 9, 10 and 11 pupils to help your child learn from peers and to support them to feel settled more quickly in a new class and to widen their circle of friends • A lead governor monitors and evaluates the management of pupil well-being 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 - 1½ days Speech and Language Therapist (SaLT) are onsite and is allocated by Surrey County Council. Their work includes assessment, one-to-one, small group/class sessions and joining pupils in the local community during more vocation based trips; ○ 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) through referral via the SENCo ○ Educational psychology - support in statutory assessments <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 may be 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. Multi-Agency Safeguarding Hub (MASH)
7	<p>What training do the staff supporting children and young people with SEND have?</p>	<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). • 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, Attention Autism, First

		<p>Aid, Food & Hygiene Qualifications, Health and Safety, Moving & Handling and CPI MAPA® (physical interventions that aim to minimise risk)</p> <ul style="list-style-type: none"> • 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 Equalities Policy promotes access and inclusion 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 school environment?	<ul style="list-style-type: none"> • Our school is fully accessible for pupils with mobility aids. There are hygiene rooms in a number of areas around the school. 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
10	How will the school prepare and support my child/young person to join the school and later to transfer to a new setting / school / college or the next stage of	<ul style="list-style-type: none"> • 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 years 10 and 11, functional skills qualifications, identifying individual pathways for those who show interest and talent in particular areas, e.g. 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

	education and life?	<p>are well informed.</p> <ul style="list-style-type: none"> 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 school's resources allocated and matched to children's/young people's special educational needs?	<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. We seek to ensure value for money service, so all such interventions are 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 school? 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 We do not currently have a PTA
14	Who can I contact for further information?	<p>Current pupils: Your child's teacher is your first point of contact. The school website (http://www.west-</p>

hill.surrey.sch.uk/) lists all teachers' contact information, including email addresses For any other queries or concerns please contact the school office.