

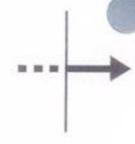


## SEND Information Report Primary

Questions	School Response
<b>1</b> 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?	<ul style="list-style-type: none"><li>• All pupils attending West Hill School have 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.</li><li>• We have rigorous monitoring in place that tracks the progress our pupils make in their development. 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 as soon as they arise.</li></ul>
<b>2</b> How will West Hill School staff support my child/young person?	<ul style="list-style-type: none"><li>• Our approach is guided by our policies, including: communication policy and <a href="#">SEND policy</a>. This ensures a wraparound approach that supports our pupils and their families.</li><li>• 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.</li><li>• Your child's teacher is the key point of contact and they ensure that all staff working with your child knows their needs and how to support them best. They work hard to ensure they are responding to how your child learns best and what challenges they face.</li><li>• 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.</li></ul>

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 to ensure that we are meeting the holistic needs of your child.</li> <li>• Your child will have an SEN plan, which is reviewed each term. We send the agreed targets home to you annually. In addition your child's one page profile captures key information. The Governing Body is responsible for monitoring that the SEND policy is working well</li> </ul>
3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>The curriculum will be centred on the Early Learning Goals (ELGs) in nursery, reception. Pupils in Year 1 will continue to work towards these goals, based on individual need, whilst being prepared for the transition to a broad and balanced curriculum (with aspects of 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"> <li>• Good communicators</li> <li>• Socially proficient</li> <li>• Happy and able to emotionally self-regulate</li> <li>• Literate</li> <li>• Numerate</li> <li>• Independent</li> <li>• Ready for secondary school and beyond with a lifelong love of learning</li> </ul> <p>To deliver these outcomes our ambitious curriculum:</p> <ul style="list-style-type: none"> <li>• Is appropriate, broad and balanced</li> <li>• Integrates therapies via a multi-professional team approach</li> <li>• Fosters the characteristics of effective early learning through: playing and exploring; active learning and creating and thinking critically</li> <li>• Is learning, not content led to achieve mastery</li> </ul>

		<ul style="list-style-type: none"> <li>• Is underpinned by a deep understanding of research of into how our children learn</li> <li>• Assesses and plans for each child's holistic outcomes</li> <li>• Creates planned opportunities to develop independence, community participation, and functional social and communication skills</li> <li>• Is supported by effective policies to support outcomes e.g. behaviour and teaching policies</li> </ul> <p>Pupils are individually disapplied from the Modern Foreign Language curriculum.          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><b>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?</b></p>	<ul style="list-style-type: none"> <li>• There is an opportunity to discuss your child's progress against the SEN plan at termly meetings throughout the year.</li> <li>• The Annual School Report provides a detailed summary of your child's progress in curriculum subjects and against their SEN plan.</li> <li>• Pupil progress is tracked carefully by teachers and leaders; staff are developing a rigorous system to check that pupils are making at least good progress, in the absence of national expectations which are not age related.</li> </ul> <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"> <li>• <u>Please see listed</u></li> <li>• Opportunities to discuss how best to support your child can always be talked through with teachers throughout the year, during termly review meetings or by contacting the school</li> <li>• An Annual School Report is sent home which helps everyone to understand what your child can do and their next steps. We share your child's targets with you to work on at home too. You can always discuss with your child's teacher specific strategies that you can transfer into the home. Our homework policy is available for all with suggested additional activities.</li> </ul>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• Our twelve school behaviour values underpin all of our work in school</li> </ul>

 achievement	 aspiration	 confidence
 dignity	 enquiry	 honesty
 independence	 kindness	 perseverance
 pride	 respect	 trust

- In addition, we take the following very seriously:
  - Safeguarding, including e-safety, 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 honest and focused on ways to improve pupils' outcomes. Good communication will also ensure we know all

		<p>pupils well, including their interests, so we know how best to support them.</p> <ul style="list-style-type: none"> <li>• Classes in our school are often mixed, for example Year R and Year 1 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.</li> <li>• A lead governor monitors and evaluates the management of pupil well-being at West Hill.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<ul style="list-style-type: none"> <li>• In school your child will have dedicated time with these services, if identified in their EHCP. Annual Review meetings give the opportunity to identify whether provision is sufficient and appropriate: <ul style="list-style-type: none"> <li>○ Speech and Language Therapy - once the primary school is fully developed we will have 5 days Speech and Language Therapist (SaLT) onsite and this is allocated by Surrey County Council. Their work is as part of an integrated team approach to support your child's daily staff team to develop their communication skills across their school life;</li> <li>○ Occupational Therapy as a core service to the school. This is provided by Children and Family Health Surrey. Currently there are staffing shortages in this area.</li> <li>○ Physiotherapy through referral;</li> <li>○ Physical and Sensory Support (PSS) for pupils who require help if they are hearing impaired (HI) multi-sensory impaired (MSI) or visually impaired (VI) through referral via the SENCo</li> <li>○ Educational Psychology - support in statutory assessments</li> <li>○ Access to REMA (Race Equality and Minority Achievement) services as required</li> <li>○ Support, advice and guidance from Children's and Safeguarding Services</li> </ul> </li> </ul> <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"> <li>• 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)</li> </ul>
7	<p><b>What training do the staff supporting children</b></p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p><b>and young people with SEND have?</b></p>	<p>and in Leadership.</p> <ul style="list-style-type: none"> <li>• 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 Aid, Food &amp; Hygiene Qualifications, Health and Safety, Moving &amp; Handling and CPI MAPA® (physical interventions that aim to minimise risk).</li> <li>• 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 Safeguarding, including e-safety is a regular feature in our staff development schedule and information is communicated to parents in the parent newsletter</li> <li>• The governing body attends regular training so that strategic decision-making is based on knowledge of the West Hill cohort.</li> </ul>
8	<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<ul style="list-style-type: none"> <li>• 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. In later primary where residential trips are considered, parents and carers take an active part in discussion. If you were to have any concerns on a particular activity, for example, we would meet to discuss the individual risk assessment.</li> <li>• 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.</li> </ul>
9	<p><b>How accessible is the school environment?</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pupils with medical needs are supported in line with our school policy <a href="#">Supporting pupils with medical conditions</a></li> </ul>
10	<p><b>How will the school prepare and support my child/young person to</b></p>	<ul style="list-style-type: none"> <li>• Our induction programme starts months before your child joins West Hill. This is a staged approach and can includes such activities as: <ul style="list-style-type: none"> <li>○ Coffee morning for parents to meet each other</li> </ul> </li> </ul>

	<p><b>join the school and later to transfer to a new setting / school / college or the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>○ Tours of the school</li> <li>○ Photograph packs</li> <li>○ Induction evening</li> <li>○ Liaison with your child's current setting</li> <li>○ Home visits</li> </ul> <ul style="list-style-type: none"> <li>● Through the formal annual meeting each year we continue to focus on the next steps for your child. We will be discussing what your child needs in terms of their arrangements once they have left West Hill and helping you to visit and identify a preferred next setting.</li> </ul>
<p><b>11</b></p>	<p><b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Classes are organised by pupils' learning and SEN needs, resources available and the cohort.</li> </ul>
<p><b>12</b></p>	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<ul style="list-style-type: none"> <li>● The 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, professionals from Health and Social Care are invited to 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.</li> </ul>
<p><b>13</b></p>	<p><b>How are parents involved in the school? How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● We have a positive communication policy to ensure that dialogue is open and staff are easily accessible via email or home link book as appropriate to the child and family. We encourage parents to share information about home and ask questions as they arise,</li> <li>● We encourage our parents to engage in the School Development Plan via the school website and this engagement can be extended attending school coffee mornings /afternoons and meetings, which are formed as appropriate to explore current and future developments. We hold parent</li> </ul>

		<p>workshops to meet the needs of our current pupils e.g. therapy drop in sessions and the Cygnet programme (a programme that support parents with pupils with Autism),</p> <ul style="list-style-type: none"> <li>• You can support the school further by becoming a School Governor</li> <li>• We do not currently have a PTA</li> </ul>
14	<p><b>Who can I contact for further information?</b></p>	<p><b>Current pupils:</b>  Contact your child's Case Officer for further guidance.  Look at the School Calendar (<a href="http://west-hill.surrey.sch.uk/school/term-dates-calendar/">http://west-hill.surrey.sch.uk/school/term-dates-calendar/</a>) for information about our open days.  Look here (<a href="http://west-hill.surrey.sch.uk/school/admissions/">http://west-hill.surrey.sch.uk/school/admissions/</a>) for Surrey's admissions criteria.  <a href="https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page">https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page</a></p>