

SEND Offer

West Hill Primary School SEND Offer

Date of Review	Body responsible for review of Statutory Policies	Date of next review
18.5.17	FGB	Summer 2018
	FGB	

West Hill Primary School is an inclusive school. We aim to provide the very best education for all our pupils within all our available resources. We are committed to offering an inclusive curriculum to ensure the best possible attainment and progress for all of our pupils whatever their needs or abilities. We want all pupils to have full access not only to the taught curriculum, but also to our out of school enrichment activities and all pupils are encouraged to participate in the range of clubs and sports we provide. Furthermore, all pupils are involved in reviewing their learning experiences, evaluating their progress and actively planning their learning.

We do not discriminate in any way against any pupil seeking admission and are committed to making reasonable adjustments which are in the best interests of the child and our school community in order to meet the needs of all our pupils. West Hill Primary School caters for all pupils within the local community whatever their academic ability, with the exception of those young people whose learning needs are so complex that their needs are better met in a specialist setting. Once pupils are at the school, our aim is to provide the best possible learning experiences for all. This includes giving additional support to individuals or groups of pupils who require something extra to meet their needs.

The definition of Special Educational Needs (SEN) is:

- A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014
- Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but our policies cover all pupils. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is **anything which is additional to or different from what is normally available in schools** in the area.

The person responsible for managing West Hill Primary School's provision for children with Special Educational Needs and Disabilities is our Special Educational Needs Co-ordinator (SENDCo).

The school uses a range of data, observations and assessments to identify pupils who are assessed as having additional learning needs. These may include literacy difficulties such as dyslexia, spelling difficulties, and processing speed or mathematics difficulties. In addition to this, some pupils may have more complex needs and need a more comprehensive process of assessments. All additional needs fall under the four categories below, although many pupils will have needs from more than one area:

- Cognition and learning

SEND Offer

- Social, Mental & Emotional Health
- Communication & Interaction
- Physical and sensory

West Hill Primary School aims to involve all members of the school community in decision-making and policy development. We regard staff, parents and pupils as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end and we value very highly the expertise of our parents and carers in the education process.

The school Governing Body produces a Special Educational Needs policy which sets out information about the school's procedures for making provision for pupils with special educational needs. This Policy can be found on the school website together with a link to Devon's local offer.

West Hill Primary School teaches all subjects (with the exception of mathematics in years five and six) in mixed ability classes. The majority of provision for any pupil including those with additional needs is therefore provided by **quality first teaching**, which is provided by the classroom teacher. For some pupils, this will be supported by a teaching assistant. The types of provisions that pupils can expect within the classroom fall under our universal provision on our provision maps. Progress is reported half-terminally using the whole school reporting system.

SEND Information Report and SEND Offer

What kinds of Special Educational Needs does West Hill Primary School provide for?

West Hill Primary School is a Community (Co-operative Trust) Primary School. Our school ethos is based on 'Care', 'tolerance', 'trust' and 'respect' and on our SMILE Learning Trust Co-operative Values of: self-help, self-responsibility, democracy, equality, equity, solidarity. As Co-operative members, we believe in the ethical values of honesty, openness, social responsibility and caring for others.

West Hill Primary School is a fully inclusive school community which aims to provide the very best education for all our pupils within all our available resources. In the spirit of inclusion, we take into account the limitations of what the school can realistically offer. We aim to balance the expectations of parents and staff with what every child can realistically achieve. We aim to involve all members of the community in decision-making and policy development. We regard staff, parents and pupils as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end. The expertise of parents and carers is highly valued.

We do not discriminate in any way against any pupil seeking admission. Once pupils are at the school, our aim is to provide the best possible learning experiences for all; this includes giving necessary support to individuals or groups of pupils who require something extra to meet their needs. We want all pupils to have full access not only to the taught curriculum, but also to out of school enrichment activities and all are encouraged to participate in the range of clubs and sports. Pupils are involved in reviewing their learning experiences, evaluating their progress and actively planning their learning.

How does West Hill Primary School know if a pupil needs extra help and what should parents do if they think their child has special educational needs (SEN)?

Children who are showing signs of difficulty or are not making expected progress academically and/or socially will be assessed through a variety of observations, class-based assessments and diagnostic assessment. Parents will also be consulted to see if any changes or difficulties have been noticed or have occurred at home. Teachers and support staff will share any concerns with the SENDCo who will arrange further assessments, both formal and informal if necessary, and liaise with other professionals where appropriate. The school works closely with external agencies to ensure early identification of need and further provision is pinpointed to support the needs of every child. If you, our parents, have any concerns about your child's progress, you should contact your child's teacher in the first instance.

SEND Offer

How will school staff support my child and what specialist services and expertise are available at or accessed by the school?

West Hill Primary School is an inclusive school with a strong commitment to meeting the needs of all its pupils. All our medium and short-term planning is differentiated and staff are constantly monitoring and assessing all the children they work with on a day to day basis. Our dedicated team of Teachers and Teaching Assistants work together to ensure that lessons include a range of tasks and ways of working and that extra-curricular activities, including sporting events, trips and residential trips are accessible to all pupils. Provision is again differentiated within the planning and carried out during all trips. Children's needs and concerns are discussed with parents as necessary and are considered on a risk assessment.

Staff at West Hill Primary School have the highest possible expectations for every child. Children's different needs will be met through flexible and varied provision. Such provision will enable children with Special Educational Needs or Disabilities (SEND) or medical conditions, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, as well as access to the same facilities and activities as those children without Special Educational Needs, Disabilities (SEND) or medical conditions.

Our aim is to provide the best possible learning experiences for all pupils: this includes giving additional support to individuals or groups of pupils who require something extra to meet their needs. A range of additional support is provided for pupils who have been identified as having difficulties or specific needs. This could include targeted individual or group work in class with the Teacher or Teaching Assistant, in-class support across the curriculum specific small group work in reading, writing or maths, booster classes, social skills groups, behavioural, emotional or social development projects as appropriate to need. The impact and effectiveness of any such additional support is continually monitored and assessed.

Sometimes we may enlist support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, Occupational Therapist, Hearing and Visual Impairment Advisers, Targeted Family Support, Child and Adolescent Mental Health Services (CAMHs), Communication and Interaction Team, Social Care, Art Therapist, Lego Therapist, specialist advisory teachers and other local support services. We have an excellent relationship with all local services with whom we work closely and we also work closely with other schools within our Local Learning Community network to enable us to share good practice and expertise.

Children who have been identified as having a special educational need are put on our SEN Register to receive SEN support. The class teacher, parents and SENDCo will work together to identify targets that are relevant to the child's needs. These targets are reviewed regularly and further action and/or intervention is planned as a result.

Some children may have a Statement of Special Educational Need or Education, Health and Care Plan (EHCP). The Statement/EHCP will be reviewed annually in line with the 0-25 Team Guidelines.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

West Hill Primary School has a robust system of reviewing provision each term through monitoring interventions to ensure their impact is effective, monitoring progress towards targets, and monitoring pupil achievement and progress data. Through completion of the SEN Framework and detailed analysis of data, an action plan is implemented each year to improve the quality of provision for all children. Provision maps also track the support being given and the progress made. The SENDCo reports to Governors on how effective the SEN Action Plan has been in supporting the progress of children with SEN and what needs to be done for the future. The SENDCo meets regularly with the SEN Governor to go through procedures and processes and the SEND Policy is reviewed and updated at least annually.

SEND Offer

How will I know how well my child is doing at school?

We track children's progress on an on-going basis and take action when pupils are not making expected progress. Each parent is given a unique password to access the area of our tracking system for their child. Teachers update progress in accordance with the year group statements from the National Curriculum, each half-term. Tracking records whether a child is working at the 'high', 'mid' or 'low' end of their year group and whether or not they have achieved 'mastery' of a particular aspect of their learning. Mastery can only be achieved if a child is using what they have learned consistently across the curriculum.

Teachers meet with parents each term to discuss targets and progress for each child. They also communicate with parents regularly through individual meetings and by telephone as necessary. There is an open-door policy and parents are also able to request an appointment to see the Class Teacher, SENDCo or the Headteacher should they have any questions or concerns. If a child has a Statement or EHC Plan, we will also discuss progress at Annual Reviews. In addition, all parents receive a full report once a year.

How will the curriculum be matched to my child's special educational needs?

We aim to provide a broad, rich curriculum that is relevant and helps children to become literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. We strive to provide something for everyone. We aim to equip children with the skills and positive attitudes to become creative and independent thinkers and to become learners for life within an ever-changing world. We provide learning activities which stimulate positive models of enquiry, reflection, challenge and innovation. Our learning environment and curriculum is based on **Quality First Teaching** with all staff working alongside teachers to support children with SEN individually or in small groups and to facilitate the Class Teacher working with children with SEN. All our teachers strive to use a range of strategies and resources to make sure that pupils enjoy and achieve within the classroom.

What support will there be for my child's overall well-being?

We are committed to helping all children stay safe and healthy, to enjoy their time at school and to help them to grow into mature, caring, respectful young people who make a positive contribution to the school and wider community.

We have in place robust and rigorously applied policies for Safeguarding Children and Child Protection, Positive Behaviour and Discipline, Anti-bullying, Ethnic Diversity and Race Relations, Inclusion, Special Educational Needs, Access to Education for Children with Medical Needs and many more policies. Medical needs are managed with support from specifically trained external staff and all staff regularly undergo training. There is a defibrillator in school and our location is within a couple of miles of Ottery Hospital.

Within school, we have staff who are trained in emotional development which is undertaken as a whole class within Personal, Social and Health Education (PSHE) lessons and on an individual basis if necessary. Staff have an opportunity to meet with our Early Help for Mental Health team once a term to support staff with their ideas and suggest further action.

What kind of training do the staff supporting pupils with SEN already have or plan on undertaking?

SEND Offer

At West Hill Primary School, we believe that on-going professional development is key to ensuring staff remain updated and skilled. This is part of our Investors in People Gold Award ethos. All teachers at West Hill Primary School are fully qualified and are supported by the school's SENDCo and external agencies to ensure the specific needs of our children are met. The SENDCo has worked in this role for 12 months but prior to this has been an Inclusion Manager for 6 years in another setting. She has also been awarded the SEN National Qualification.

Where circumstances change or develop, relevant staff are trained to meet any needs. We have staff trained in a number of specific programmes to support children including Thrive, Numicon, Fun Fit, Phonics, Sir Kit's Quest, Letters and Sounds, Speech and Language, Counselling, Hearing Impairments, Autism Spectrum Condition and Dyslexia Friendly Classrooms. We fully understand how important it is for staff working with SEND children to be trained within the setting to ensure a positive and effective program of support is in place.

How accessible is the school environment?

West Hill Primary School is fully accessible with ramp access to the main school, playground and temporary classrooms. We have a disabled toilet and areas that can be used for changing or for children who require adult support. However, we do ask that when families or children first join the school, they let us know of any access issues they may have and we will make every effort to address these. We have a clear Accessibility Plan which is available on our school website.

How will the school prepare and support my child to join the school, transfer to a new school or progress to the next stage of education or life?

We can offer a structured induction for your child if necessary. We will liaise with the receiving school and follow their transition process. We will enhance this with social stories, picture my class books and extra visits if necessary. We operate a buddy system and there will be a specific adult to support your child's transition into West Hill Primary School and we will liaise with you about their needs while waiting for information from their previous school.

We work extremely closely with our local secondary school, The King's School, and with other schools such as Colyton Grammar School. At The King's School, there is a well-established and highly successful transition programme in place for all children. This can be further enhanced for those children who experience more difficulties at this time.

How are the school's resources allocated and matched to a child's SEN?

Pupils will be allocated resources based on their individual needs. If, in exceptional circumstances, we consider that a pupil needs extra resources, we will apply to the Local Authority for more funding. However, there is no guarantee that additional funding will be allocated.

How will the school decide how much money is spent on my child?

The school's budget is used to provide a wide range of support outlined in this document. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in Statements of SEN or Education, Health and Care (EHC) Plans and for those children with lower levels of need, information from parents, other professionals and school staff will be used to plan that support which can be paid for within the school's budget. Where this is not the case, the school will need to apply to the Local Authority for

SEND Offer

further top-up funding.

How are parents involved in the school? How can they get involved?

West Hill Primary School is very much a 'school family'. In September/early October each year, we hold a 'Meet the Teacher' evening for you to meet your child's new teacher. You can ask questions at this meeting or arrange an individual meeting if preferred. At the beginning of each term, there will also be a review of IEP meeting combined with the usual Parents' Evenings to discuss targets and strategies and a way forward for your child.

We review targets termly for all pupils on the SEN register and invite parents and children to these meetings, where appropriate, to reflect upon progress and plan a way forward. This is part of our Asses, Plan, Do, Review process.

If your child has a Statement of SEN or an EHC Plan, we will meet annually to discuss progress, targets and support and an additional meeting will be held at the end of the year.

Our active PTFA meets once a month to arrange social events and fund raising activities. All parents are automatically members of our PTFA and are encouraged to join this group. Many PTFA events are held each year including a children's Christmas Disco, Children's Film Nights, Family Bingo/Quiz Evenings, Summer Fete, Summer Ball, Cake Sales each half-term, Bags2Schools collections and Leavers' celebration, to name just some of our events.

Our PTFA sometimes provides refreshments at key events throughout the year, such as concerts. Please do come along and support the PTFA to meet friends, make new friends and raise money for the school at the same time. For further information, please ask at the school office or view our newsletters, including PTFA newsletters, archived on the school website.

We also involve parents by inviting them to concerts, class sharing assemblies, sports days and some of our curriculum enrichments, such as dance. Parents are also welcome to volunteer in school, for example as reader helpers, or to run clubs. Please contact the Class Teacher or the office if you wish to do this, so that we can arrange a DBS check on your behalf.

The children are involved in the running of the school through the School Council and the Eco Team. All children with SEN are involved in setting and discussing their own targets and are encouraged to show us when they are achieving them alongside the teacher's daily and half-termly assessments. Homework is differentiated to remain within the child's level and individual need.

Who should parents contact for more information?

There is a great deal of information on our school website which is continually being updated in the light of all the current changes in education. We have a weekly newsletter which keeps you informed on what's happening and what has been happening at the school. This includes a weekly update from our PTFA.

In the first instance, we encourage you to contact your child's Class Teacher. If your concern is specifically SEN based, do please contact the SENDCo.

Where can I find more information about services for my child?

The information in this report forms a part of Devon's Local Offer which can be accessed at: www.devon.gov.uk/SEND Parents can also access the Devon Information and Advice Service (DIAS), formerly known as Parent Partnership, to find out about support for parents and carers who have children aged 0-25 with

SEND Offer

Special Educational Needs. This can be found at: www.devonias.org.uk Telephone: 01392-383080 during office hours (including 24 hour answer machine). Twitter: @DPPSinfo. They also have a Facebook page.

April 2017

C.Bennett-SENDCO