



West Hill Primary School

SEND OFFER



Let's shine together

Our vision is a school where everyone shines

What we do and encourage as a school family;

Achieve – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each other's beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

This policy was adopted by West Hill Primary School Governing Board on

30th September 2020

Date of Review	Body responsible for review	Date of next review
September 2020	FGB	Summer 2021

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.



SCHOOL MEMBER

West Hill Primary School SEND Offer

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 (SEND) 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 SEND 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 and Disabilities Co-ordinator (SENDCO).

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 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-terminly 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 vision is 'A school where everyone shines' and our 6 yearly values are Achieve, Happiness, Friendship, Respect, Responsibility and Co-operation.

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. 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.

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

West Hill Primary School has children with a wide range of need based on these categories. The majority of our pupils have their needs met from support and appropriate scaffolding as part of a teacher's quality first teaching in class. Some children require further support and need something which is "additional to" or "different from" their peers to cater for their special educational needs.

We do not discriminate in any way against any pupil seeking admission. Once pupils are at our 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 actively encourage 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 education needs (SEND)?

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with the learning. In school, gaps and difficulties are primarily identified as part of our ongoing quality first teaching and in class assessment or from a child displaying a particular difficulty as they engage with every day school life. Children who 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.

If a learner is identified as having a Special Educational Need (SEND), this is because they require provision that is additional to or different from the usual curriculum, practices and support within the class. Working with parents, our SENDCO, Clare Bennett, and the class teacher will plan and provide appropriate provision.

This provision will be closely monitored and regularly review meetings will be held with the SENDCO, class teacher and with the parents.

When necessary, further advice may be sought with parental consent, from external professionals such as Educational Psychologist or our School Nurse. 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 as they know your child and their needs within the classroom best.

Our SENDCO, CLARE BENNETT, can be contacted through the school office. Please email or telephone the school to request an appointment.

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. Our provision is constantly being reviewed to ensure that it is appropriate and supporting the child fully.

Sometimes we may enlist support from outside agencies for some of our learners. In 2019 -2020 West Hill Primary School worked with the following external professionals:

Educational Psychologist,

Speech and Language Therapist,

Hearing and Visual Impairment Advisers,

ROVIC

Child and Adolescent Mental Health Services (CAMHs),

School nursing team

Diabetes nursing Team

Epilepsy nursing team

Art Therapist,

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 SEND Register to receive SEND 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 an Education, Health and Care Plan (EHCP). The 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 SEND Framework and detailed analysis of data, an action plan is implemented each year to improve the quality of provision for all children.

Provision maps track the support being given and the progress made.

The SENDCo reports to Governors on how effective the SEND 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 SEND Governor to review procedures and processes and the SEND Policy is reviewed and updated at least annually.

The school uses the Devon SEND Funding Evaluation tool to inform our practices.

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

Monitoring children's progress is an integral part of teaching and learning within West Hill Primary School. Teachers monitor on an on-going basis and take action when pupils are not making expected progress through robust monitoring systems. Monitoring pupil progress at West Hill Primary School include:

- Teachers update progress termly in accordance with the year group statements from the National Curriculum on a termly basis.
- Half termly monitoring of intervention programmes by the TA, class teacher and the SENDCO. This information is used to plan and design the next half term intervention programme.
- Teachers and Teacher Assistants are observed by SLT as part of the school's Managing Performance and Progress.

- SLT and subject leaders carry out book scrutinies, pupils' progress meetings, learning walks to ensure effective provision is in place for all learners.

Teachers meet with parents at least twice a year to discuss targets and progress for each child. They also communicate with parents regularly through individual meetings and by telephone as necessary. A written report is sent home to parents at the end of the summer term.

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 an EHC Plan, we will also discuss progress at Annual Reviews. In addition, all parents receive a full report once a year.

In addition to this, termly review meetings will be held for pupils on the SEND register. These will be held with the class teacher, the SENDCO, the parents and any external professionals that have been involved with the family.

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 appropriate provision 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 SEND individually or in small groups and to facilitate the Class Teacher working with children with SEND.

All our teachers strive to use a range of strategies and resources to make sure that pupils enjoy and achieve within the classroom including:

- ***Visual timetables***
- ***Visualizers***
- ***Task boards***
- ***Writing frames***
- ***Words mats***
- ***Utilising different learning styles – visual, auditory and kinaesthetic***
- ***Pre teaching vocabulary***
- ***Behaviours for learning reward system***
- ***Use of IT***

All pupils with SEND create a pupil profile with the SENDCO that provides a one page passport for their class teacher. This profile allows children to express how they learn best and what helps them to learn as well as how they would like to be supported. Their provision will be identified on this passport as well as targets that are reviewed termly.

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. Lead. ***Our head teacher, Mrs Cheryl Boulton is our Safeguarding Lead and our SENDCo is our Mental Health Champion.***

During 2019-2020, we ran a successful Mental Wellbeing Week following the theme of Find your Brave. Children took part in mindfulness sessions as well as learning about growth mind-set.

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.

Where necessary, pupils can be invited to join in well-being intervention groups that are either led by a teacher assistant or by the SENDCO.

We have a close relationship with the school nursing team and will seek advice or make appropriate referrals for pupils when it is necessary for further support.

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

At West Hill Primary School, we believe that on-going professional development is key to ensuring staff remain updated and skilled. 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 four years but prior to this has been an Inclusion Manager for 6 years in another setting. She has also been awarded the SEN National Qualification.

The school works closely with any external agencies that are relevant to the individual children's needs.

2019 -2020 Training

- ***Vocabulary and Extending tier 2 language –identifying and strategy building***
- ***Using the Devon Graduated Resources tool – training for all teachers***
- ***Boxall Profiling (Teacher Assistants)***
- ***Individualised reading Interventions (Teacher Assistant)***
- ***Attachment based activities (Teacher Assistant)***
- ***Returning to the new normal (Whole school)***
- ***Medical training: epi pen training – all staff. Epilepsy and diabetes training – relevant staff***

The SENDCO endeavours to attend relevant Devon SENDCO information and update sessions, SENDCO forum and network meetings as well as the annual conference.

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 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.

The school hall –used for indoor PE, collective worship and lunches – can be accessed down a short flight of steps which has a handrail. There are disabled parking spaces in the village hall car park available for use.

A sound field system is available in most classrooms.

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. Enhanced transitions will be planned for pupils if it is appropriate for their needs.

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. Devon county council provides funding to all schools for SEND provision based on an agreed formula. At West Hill we ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available. 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 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.

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 hold termly meetings for all pupils on the SEND 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.

Where children are accessing support from external professionals, we will invite everyone working with the child to a regular Team Around The Family meeting.

If your child has an EHC Plan, we will also meet annually to discuss progress, targets and support and an additional meeting will be held at the end of the year. We will invite appropriate external professionals to these meetings.

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 all pupils have the opportunity to put themselves forward to be elected as a councillor.

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.

What do I do if I have a concern over the provision?

In the first instance, we encourage you to contact your child's Class Teacher. If your concern is specifically SEND based, do please contact the SENDCO, Clare Bennett via the school office.

If you still have concerns, then please contact the Headteacher Mrs Cheryl Boulton.

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 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.

DIAS have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential. They can help you to:

- ***Understand more about SEND support***
- ***Develop good relationships with professionals***
- ***Prepare well for meetings***
- ***Express yours and your child's views***
- ***Understand the paperwork***