



West Hill School

Aiming High Since 1927

SEND Report

Item	Author/Owner	Date Written	Approved by	Date Approved
1	M O'Dowd	20/11/25	QoE Board	14.01.26

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Key Changes

Changes in staffing structure reflected in the policy.

Updated list of external agencies that support SEND students



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Executive Summary

West Hill School is an inclusive learning community committed to ensuring that every student can *Aim High* and achieve success. Our SEND provision is rooted in high-quality adaptive teaching, strong pastoral support and effective collaboration with families and external agencies.

We support students with a wide range of needs, including neurodiversity (ASD and ADHD), speech, language and communication needs, specific learning difficulties, SEMH needs and physical or medical conditions. All students learn in mixed-attainment mainstream classes, supported by individually tailored strategies outlined in their Individual Learning Plan (ILP).

Our approach is guided by the WHS Quality First Adaptive Teaching Toolkit, which provides staff with a clear framework for removing barriers to learning. Additional interventions, targeted support and multi-agency collaboration ensure a robust graduated response for students who require further assistance.

Ongoing evaluation, case studies and regular progress reviews enable us to maintain high expectations and continuous improvement. Our SEND base is situated at the heart of the school, reinforcing our commitment to inclusion and ensuring that all students feel visible, supported and able to belong.

At West Hill, our aim is simple: every student with SEND should feel that they truly **Belong**, be supported to **Achieve**, and be enabled to **Thrive** academically, socially and emotionally.



Foreword

As SENDCo and Assistant Headteacher for Inclusion at West Hill School, I am proud to share our SEND Information Report for 2025. This document outlines how we identify needs, provide support and ensure that all students experience high-quality teaching and meaningful inclusion in every aspect of school life.

Our approach to SEND begins in the classroom. Through the **WHS Quality First Adaptive Teaching Toolkit**, staff deliver strategies that reduce cognitive load, support diverse learning profiles and promote independence. This ensures that all students, including those with additional needs, can access a broad and ambitious curriculum.

We work closely with families and professionals to develop a holistic understanding of each learner. Whether through targeted interventions, SLCN support, emotional wellbeing provision or multi-agency collaboration, our focus remains on enabling progress for every student.

This year's outcomes reflect the strength of our provision, with SEND attainment significantly above national and local averages. However, we remain ambitious and continue to refine our practice through ongoing review, professional development and student voice.

I would like to thank our dedicated staff team, parents and external partners for their support. Together, we are committed to ensuring that every student at West Hill can grow in confidence, achieve their potential and look forward to a successful future. This report reflects our ongoing commitment to ensuring that every student with SEND can truly Belong, be supported to Achieve, and be enabled to Thrive at West Hill School.

Inclusion at West Hill is not an initiative but a shared culture, led by a Senior Leadership Team committed to ensuring success for all.

Mr M. O'Dowd

Assistant Headteacher (Inclusion) & SENDCo
West Hill School



West Hill School SEND Information Report November 2025

Our Philosophy for Inclusion

All children are unique; every individual student has their own skills, talents and abilities. At West Hill School, we have a responsibility to encourage all our students to *Aim High*. Regardless of starting points, we ensure every student experiences high-quality teaching alongside nurturing support so they can achieve their full potential.

We believe that:

All our students are entitled to an education that is relevant, ambitious and challenging, enabling each individual learner to participate fully in society and contribute to it positively.

All teachers at West Hill School are responsible for delivering a broad, balanced, engaging and appropriately differentiated curriculum.

Students who experience difficulties affecting their learning may require additional support and will be added to the SEND register. These students are monitored regularly, and where necessary, referrals to external agencies are made with parental consent. Maintaining a fluid and responsive SEND register is essential.

To maximise potential, education must be a partnership between parents/carers, students and staff, with involvement from other agencies when appropriate.

This report outlines the SEND provision the school endeavours to provide in line with these beliefs.

Management of SEND

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is **Mr M. O'Dowd**, who oversees the day-to-day operation of the SEND policy.

The Associate Assistant SENDCo (AASENDCo) is **Mr D. Gartside**.

The SEND Trustee is **Mr Dave Tilbrook**.

The SENDCo and AASENDCo:

- Oversee the provision for students with SEND.
- Ensure Learning Support Assistants are effectively deployed to support identified needs.
- Maintain the SEND register and all statutory documentation.



- Ensure records on SEND students are kept securely, monitored and reviewed.
- Liaise with parents, staff and external professionals.
- Ensure annual EHCP reviews are completed in accordance with the SEND Code of Practice.
- Provide training and information-sharing for all staff.
- Regularly review SEND provision and oversee interventions.
- Lead and attend formal meetings with external agencies for students requiring further assessment.
- Arrange standardised screening tests for students demonstrating difficulties.
- Coordinate external assessments for Access Arrangements and liaise with the Examinations Officer.
- Hold regular information-sharing meetings with the Headteacher and Senior Leadership Team.
- Provide relevant CPD and training to staff around our patterns of need and data patterns.

The Tameside local offer is available here:

<https://www.tameside.gov.uk/localoffer>

Admission Arrangements

West Hill School adheres to Tameside Local Authority's admissions policy. There is no separate provision under admission arrangements to either limit or promote access for students with SEND. Students with SEND are admitted to West Hill School on the same basis as all other students.

SEND Specialisms

The school provides for students with a range of needs, including:

- Neurodiversity (Autism, ADHD, ADD, ODD)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- Visual Impairment
- Hearing Impairment
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health difficulties (SEMH)
- Medical needs
- Physical disabilities



Resources we have available in school

Our greatest resource is our dedicated staff, who work closely with students on the SEND register, including those experiencing emotional or behavioural difficulties.

Staffing includes:

- SENDCo
- Associate Assistant SENDCo
- Emotional Health Officer
- Three Level 3 LSAs (two ELKLAN-trained)
- Five Level 2 LSAs
- HLTA – Designated Teacher for LAC
- Behaviour Mentors
- Community Liaison Officer

The SEND budget is met through the whole-school budget and top-up funding for students with EHCPs.

Specialist resources include:

- Standardised tests
- IDL diagnostic testing (dyslexia/dyscalculia traits)
- Motor skills, SpLD and SLCN resources
- Differentiated curriculum resources
- Educational Psychology assessments
- External agency provision such as CLASS, SALT, Educational Psychology, and college placements

Students with SEND are fully included in co-curricular activities, including residential trips. Additional risk assessments and staffing are provided when required, in full compliance with the Equality Act 2010.

How We Approach SEND Teaching

At West Hill School, all students are taught in mixed-attainment mainstream classes through high-quality, evidence-informed adaptive teaching. In line with the principle that *every teacher is a teacher of SEND*, our approach is structured, consistent and rooted in the strategies set out in the **WHS Quality First Adaptive Teaching Toolkit**.



This toolkit provides staff with a clear set of evidence-based practices—aligned with the DfE SEND Code of Practice, the EEF “SEND in Mainstream Schools” guidance report, and the Ofsted Inclusion Toolkit (2025 draft)—to ensure that appropriate adaptations are embedded into everyday teaching before additional interventions or referrals are made. Staff use these strategies as the first stage of our graduated response, ensuring all students can access the curriculum meaningfully.

Teachers use the Toolkit to:

- Reduce cognitive load by providing structure, clarity and scaffolded tasks
- Plan proactively for diverse learning profiles (e.g. ADHD, Autism, Dyslexia, SEMH, SLCN)
- Support behaviour, engagement and readiness to learn through consistent routines and relational practice
- Promote increasing independence through visual supports, metacognitive prompts and assistive technologies
- Adapt resources and learning environments to remove barriers to participation

For students on the SEND register, individual adaptations are further guided by their Individual Learning Plan (ILP). These plans outline specific needs, strategies and recommended classroom approaches, and are regularly reviewed, monitored and updated by the SENDCo and AASENDCo.

Learning Support Assistants (LSAs) may provide additional in-class support where a need has been identified, but adaptive teaching—supported by the Quality First Adaptive Teaching Toolkit—remains the foundation of inclusive classroom practice across all subjects.

What training and expertise do our staff have?

Learning Support Assistants receive SEND-specific training throughout the year. Additional training for teaching staff is provided through whole-school CPD, external partnerships, and internal training led by the SEND team.

How do we identify, assess and review our SEND students?

West Hill follows the SEND Code of Practice (2014) and Tameside’s *Matching Provision to Need* guidance. Identification may arise from:

- Year 6 transition information
- Year 7 baseline assessments
- Teacher referral



- LSA observations
- Parental concerns
- Progress against expected National Curriculum outcomes
- Standardised assessments

The school carries out regular assessments, and targeted monitoring is used for students receiving specific interventions (e.g. reading/spelling assessments in multisensory programmes). All SEND students have a personalised ILP outlining their needs and strategies to support progress.

How do we assess and review students' progress towards outcomes?

The SENDCo and AASENDCo regularly review the progress of SEND students. Early identification of concerns allows timely support and the implementation of appropriate plans. Parents are involved throughout, and meetings are arranged when needed to discuss progress and next steps.

SEND GCSE Results 2025

GCSE Results for SEND Students 2025	
Attainment 8	33.57
Attainment 8 national SEN	27.8
Attainment 8 national SEN BOYS	26.3
Attainment 8 Tameside SEN	23.3
Attainment 8 Tameside SEN BOYS	23

The 2025 outcomes for students with SEND at West Hill School demonstrate strong performance when compared with both local and national benchmarks. The **SEND Attainment 8 score of 33.57** represents a positive achievement for the cohort and is **significantly above national SEN averages** (27.8) and **notably higher than national SEN boys** (26.3). Performance is also **well above Tameside SEN averages** for all students (23.3) and for SEN boys (23), indicating that SEND learners at West Hill achieve better outcomes than their peers both locally and nationally. However, while we celebrate these outcomes, our priority remains ensuring that every child feels safe, supported and able to attend school regularly so they can achieve their personal best.

These outcomes demonstrate the impact of West Hill's sustained focus on adaptive teaching and targeted intervention for SEND learners. These outcomes also inform our SEND improvement priorities for 2025–26, including continued focus on literacy, adaptive teaching consistency and targeted intervention.



SEND Attendance

SEND Attendance 2024-2025	
School	90.9%
National	86.5%
Persistent Absence 2024-2025	
School	24.4%
National	35.1%

Attendance for students with SEND at West Hill School remains strong. In 2024–25, SEND attendance was **90.9%**, which is **significantly above the national SEND average of 86.5%**. This reflects the effectiveness of our inclusive ethos, adaptive teaching approaches and pastoral support in enabling students with additional needs to engage consistently with school. Persistent absence for SEND students was **24.4%**, which is substantially lower than the national SEND figure of **35.1%**. This reduction demonstrates the impact of early identification, targeted pastoral intervention, flexible support strategies and close collaboration with families. While we continue to prioritise improving attendance for all learners, these figures indicate that students with SEND at West Hill are well supported to attend regularly and remain connected to school life.

How do we keep our records?

Information about SEND students is shared with staff via the ILP, attached to linked documents on SIMS and stored securely on the SEND OneDrive. This ensures teaching and cover staff can access the most up-to-date profiles and guidance.



Inclusion in All Aspects of School Life

With the exception of students attending alternative provision, all students are encouraged to learn within mainstream classrooms. Where necessary, small-group or 1:1 sessions are provided.

Provision includes:

SEND Area

- **A structured, calm environment** for vulnerable students and those with communication or social interaction difficulties, providing predictability and emotional safety.
- **Accessible before school, at break and during lunch**, supporting students at key transition points across the day.
- **Lunchtime provision includes structured activities**, such as board and card games, to promote positive social interaction, turn-taking, communication skills and peer relationships in a supported setting.
- **Opportunities for mindfulness and emotional regulation**, including quiet activities, calm spaces and adult-led support to help students self-regulate and prepare for learning.
- **Targeted interventions**, delivered individually or in small groups, focusing on social skills, emotional wellbeing, communication and readiness to learn.

Learning Support Unit

- Short-term withdrawal
- Keeping-up work
- 1:1 or small-group sessions
- Safe space
- Key worker/adult

Behaviour Support Unit (BSU)

- Withdrawal area for students on the disciplinary ladder

Emotional/Behaviour Support Room

- Social, emotional, behaviour and relationship-building work
- Anger-management interventions



Parent and Student Involvement

Parents of students on the SEND register are invited to meet the SENDCo at a dedicated SEND Consultation, scheduled one week after Parents' Evening. Student progress is closely monitored through weekly inclusion meetings, and data is reviewed across the year, with SEND cohorts evaluated separately to ensure needs are accurately identified.

EHCP reviews in Years 9 and 11 involve the Careers Officer. Additional careers support is provided in Years 10 and 11.

We commit to:

- Working collaboratively with parents/carers
- Informing parents as soon as SEND needs are identified
- Valuing parents' knowledge and expertise
- Focusing on student strengths
- Ensuring parents understand procedures and expectations
- Meeting parents at mutually convenient times

Students are encouraged to take an active role in their reviews, targets and progress discussions.

Working With External Agencies

West Hill maintains excellent relationships with external partners and agencies. These include:

- Healthy Young Minds (HYM)
- Speech and Language Therapy
- Occupational Therapy
- Looked After Children Team (Virtual School)
- Visual and Hearing Impairment Teams
- Local Authority SEND Team
- School Nurse Service
- Child and Family Support Teams
- Tameside Educational Psychology
- Education Welfare Officer
- Children's Social Care
- Mental Health Support Teams (MHST)
- TPRS – Trauma-informed and relational approaches to behaviour support



Pastoral Support

We employ an Emotional Health Officer who provides counselling for vulnerable students. We also have a designated teacher for Looked After Children, who additionally leads social-communication interventions using drama.

A structured area is available for students needing support during unstructured times. Pastoral care is also delivered through Heads of Year, Form Tutors and designated LSAs.

Transition Support

Year 6–7 Transition

We provide a comprehensive transition programme, including additional visits for SEND students, meetings with key staff, sample lessons, and orientation sessions. Our August *Summer Camp* supports our most vulnerable learners in preparing for secondary school.

Post-16 Transition

Our Careers Officer and designated SEND Careers Advisor support SEND students in preparing for post-16 options, including college visits, application support and transition planning.

Anti-Bullying Measures

Our Anti-Bullying Policy applies to all students and is available here:

<https://www.westhillschool.co.uk/policiesanddocuments>



Evaluating SEND Provision

Evaluation includes:

- Weekly Line Management with the Deputy Headteacher
- Ongoing dialogue with the SEND Trustee
- Regular analysis of progress data
- Standardised test scores
- Scrutiny of the SEND register
- Student Profiles
- Professional reports
- Review meetings
- Regular focus in our Safeguarding, Standards and Inclusion and Trustee Board

Case Study 1 — Academic Progress (Dyslexia / SLCN)

Case Study: Improving Literacy Access for a Student with Dyslexia and SLCN

A Year 9 student was identified as having significant literacy difficulties following baseline assessments, classroom observations and concerns raised by teaching staff. Standardised tests showed a reading age more than two years below his chronological age, alongside features of dyslexia and expressive language challenges. An Individual Learning Plan (ILP) was created outlining key adaptations such as vocabulary scaffolds, the use of overlays, chunked instructions and pre-teaching of subject-specific terminology.

He received targeted literacy intervention through IDL, combined with weekly SLCN sessions focused on sentence structure and sequencing. Teachers implemented adaptive strategies from the WHS Quality First Adaptive Teaching Toolkit, including modelling, dual coding, scaffolded writing frames and structured processing time.

After two terms, repeat testing showed a 14-month improvement in reading age and greater confidence when completing extended writing. His English Attainment 8 contribution increased by two grades, and he now engages more independently in whole-class learning across the curriculum. This case illustrates the impact of early identification, consistent adaptive teaching and targeted intervention.

Case Study 2 — SEMH / Behaviour & Engagement (ADHD / Trauma-Informed Practice)

Case Study: Re-engagement and Emotional Regulation for a Student with ADHD and SEMH

A Year 8 student presented with significant difficulties regulating his emotions, linked to ADHD and early childhood trauma. At the start of the year, he frequently became



dysregulated during lessons, struggled with transitions and required repeated removals from class. This affected both his learning and his relationships with peers.

Through the Inclusion Team, he was allocated a key worker and began structured morning check-ins to support readiness for learning. Staff used strategies from the WHS Quality First Adaptive Teaching Toolkit, including predictable routines, visual prompts, low-arousal responses and reduced cognitive load during tasks. He received weekly sessions in the Emotional Support Room and attended small-group Zones of Regulation interventions delivered by the Emotional Health Officer.

By the end of the year, behaviour points for dysregulation had reduced by 48%, and lesson attendance had improved significantly. He now completes full days in mainstream lessons, engages positively with adults and peers, and is meeting the emotional regulation outcomes set within his ILP. This case demonstrates the impact of consistent adaptive practice and a relational, trauma-informed approach.

Queries or Complaints

Parents may raise concerns with the SENDCo, Deputy Headteacher or Headteacher in the first instance. Formal complaints should be submitted in line with the school's Complaints Policy.

Further information on Tameside SEND policies:

www.tameside.gov.uk/sen