

# West Hill School

## SEND Report.

September 2022



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# West Hill School SEND Information Report

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### Our Philosophy for Inclusion

All children are unique every individual boy has their own unique individual skills, talents and abilities. At West Hill School we have a responsibility to encourage all our young men to “Aim High”, regardless of their starting points, we ensure every boy has the appropriate teaching and learning experience, along with nurturing support to enable them to reach their full potential.

We believe that:

- All our boys are entitled to an education that is relevant and challenging, designed to enable each individual boy to participate fully in society and to contribute to and benefit from it.
- All teachers at West Hill School are responsible for the effective delivery of a broad, balanced, relevant, engaging and differentiated curriculum.
- Those boys experiencing difficulties which may affect their learning and may require additional support are added to the SEND register. Where they are monitored and assessed regularly, if further interventions are required a referral to outside agencies will be made with the consent of the parents; this makes a fluid SEND register with regular monitoring and assessment for all boys essential.
- To maximise potential, education should be an equal partnership between parents, pupils and staff with the involvement of other agencies when necessary.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

### Management of SEND

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mr O’Dowd and he has the responsibility for the day-to-day operation of the SEND policy. The SEND Learning and Support Coordinator is Mrs J. Smith.

The SEND Governor is Mrs G. Parkes.

The SENDCo and SEND Learning and Support Coordinator will:

- Oversee the running of the provision for pupils with SEND.
- Liaise with the LSU Manger to ensure that Learning Support Assistants are effectively deployed within lessons to support pupils with SEND.
- Maintain the SEND register and the required documentation.
- Ensure records on all SEND pupils are kept securely, regularly monitored and reviewed.
- Liaise with parents, teachers and external agencies.



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- Ensure annual reviews for pupils in receipt of EHCPs are completed. In accordance with the SEND Code of Practice.
- Provide regular training and information sharing for all teaching staff.
- Regularly review and monitor SEND provision within the school and oversee intervention as appropriate.
- Initiate and take part in formal meetings with external agencies regarding boys requiring further assessments.
- Ensure standardised screening tests are provided for pupils demonstrating difficulties.
- Arrange external assessments for Access Arrangements and liaise with the examinations officer.
- Hold regular information sharing meetings with the Head Teacher and Senior Leadership Team.

The Tameside local offer is available here:

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

## Admission Arrangements

The school adheres to the admissions policy of the LA and therefore there is no special provision under admission arrangements for limiting or promoting access for pupils with SEND.

## SEND Specialisms

The school accommodates provision for boys experiencing the following difficulties:

- Moderate Learning Difficulties (MLD), including Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia.
- Visual impairment.
- Hearing impairment.
- Language and communication difficulties.
- Social, emotional and/or mental health difficulties.
- Medical problems.
- Physical disabilities.
- Pupils who are on the Autistic Spectrum.

## Resources we have available in school

The biggest resource for our regular SEND provision at West Hill are our members of staff who work with our boys on our SEND register who maybe experiencing emotional or behavioural difficulties. The staffing is detailed as:



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- SENDCo
- SEND Learning and Support Coordinator
- Learning Support and Inclusion Manager
- School Counsellor
- 6 Learning Support Assistants (LSA's)
- 1 Emotional and Behaviour Manager
- 2 Behaviour Mentors

The SEND budget is met through the whole school budget and by any successful applications from bids for private funding submitted throughout the year.

Specialist resources in the department include:

- Standardised tests; specific networked SEND programmes such as IDL and LASS programmes.
- On-going purchase of resources around SPLD and SLCN.
- Differentiated curriculum costs (outlined in Curriculum later in the document).
- Educational Psychologist assessments.
- Outside agency provision such as CLASS, SALT, Groundworks, Saddleworth Environmental Education (SEE) and college placements.

Pupils with SEND are equally represented in extra-curricular activities including residential trips. If necessary, an additional risk assessment may take place to ensure the safety of the pupils involved and additional staff deployed if required. We are fully compliant with the terms of the Equality Act 2010.

## How we approach SEND teaching

The curriculum is delivered to all boys in mainstream classes using quality first teaching, and following the – ‘all teachers are teachers of SEND’, work is differentiated to meet the needs of boys requiring additional support, additional support is provided by LSA's in some classes where a need has been identified. Some boys may require personalised/specific resources to enable them to fully engage and participate within the classrooms, these are monitored and adapted regularly, if necessary, by the SENDCo.

- Year 7: Boys are supported following transition from Key stage 2, this year group builds confidence, self-esteem and enables the SENDCo to monitor if additional support or interventions are required.
- Years 8 and 9: additional literacy programme.
- Years 10 and 11: Foundation Learning. This is an option programme for boys who need additional support with English, Maths and Science. In their Foundation Learning lessons, boys receive extra tuition in these areas, working in a small group.



## How we adapt the curriculum and learning environment for boys with SEND

Boys are taught in mixed attainment groups, subject teachers utilise the pupils SEND learning plan to differentiate their lessons accordingly, so that the boys are able to access the curriculum. Boys with specific needs are provided with tailored resources as appropriate; we adapt text-based resources to suit the individual needs of boys with dyslexia, we have a full range of coloured overlays for them to use to support their reading needs. Laptops are available within departments for boys to use in lessons where a need has been identified.

## What training and expertise do our staff have?

SEND specific training for all Learning Support Assistants takes place at designated sessions throughout the year. The focus for 2022-23 is Speech and Language in the classroom.

## How do we identify, assess and review our SEND boys?

West Hill School follows the protocols stipulated within the SEND Code of Practice (2014) and Tameside's "Matching Provision to Need" document. The gathering of information to identify SEND may be via:

- Year 6 information from feeder schools.
- Baseline assessments in Year 7.
- Referral from class teachers.
- Observations from Learning Support Assistants.
- Concerns from parents.
- Performance against expected level of progress within the National Curriculum level descriptions.
- Standardised screening and assessments.

The school has a rigorous assessment programme for all pupils so it is deemed unnecessary to impose further generic testing on pupils on the SEND register. However, regular testing and monitoring takes place where specific areas of study are being undertaken, such as standardised reading or spelling ages for boys on multisensory programmes of study for those specific reasons. All boys on our SEND register have a personalised Learning Plan, unique to them and detailing their specific needs and teaching strategies to maximise their progress. These are available to all staff on their SIMs profile.



## How do we assess and review boys progress towards outcomes?

The SENDCo and the SEND Learning and Support Coordinator review the progress of SEND boys on a regular basis. This identifies any concerns or lack of progress early, we can immediately work with the boy and relevant subject teacher(s) and put a plan in place to support the boy and teacher. We fully involve parents and if concerns continue, they are invited in for a meeting to discuss the situation and contribute to the plan to improve progress.

## How we keep our records?

All boys on the SEND register have a paper file separated in a locked filing cabinet. Where information is to be shared to all staff, this is attached or scanned into SEND linked documents in SIMs. This ensures the most recent pupil profile or relevant supporting information is immediately available to all teaching staff, including cover teachers.

## How do we ensure all our boys are included in all aspects of school life?

With exception to those boys attending outside/alternative provisions, all boys are encouraged to learn in the mainstream classroom environment with in-class LSA support if needed. There are occasions where small group or 1:1 work is necessary or assessment needs to take place. The following rooms accommodate these situations and more;

Learning Support Unit. This is managed by LSU Manager: Mrs Heap. Boys may work in here temporarily for an assortment of reasons including medical and emotional needs. Boys also undertake short term withdrawal sessions in here if they need support in one particular subject area to catch up or need to concentrate on a specific area of their curriculum. Boys have 1:1 or small group intervention sessions in here.

Emotional Support Unit (SU38). Whilst there is a withdrawal room for pupils who are on the disciplinary ladder, there is also an emotional/behaviour support room (ESU38) which promotes positive and engaging behaviour and gives an opportunity for small group and 1:1 work to take place around forging positive relationships with peers and staff and work around anger management.

Our Emotional and Behavioural Manager, Mrs Hannible, oversees this area and works with our Behaviour Mentors, to help support the boys overcome their barriers to learning experienced through their emotional and/or behavioural difficulties. This Emotional Support Unit room gives an opportunity for those boys who may be on the Autistic Spectrum, have communication difficulties or be vulnerable to engage and



socialise in a positively managed and structured environment. Those boys having access to this room can do so before school, breaks and lunch times.

## How are our parents and boys involved in the review process?

All parents of boys on the SEND register are invited to make an appointment with the SENDCo at Parents' Evening. Boys with SEND will be monitored through the weekly inclusion meeting by the SENDCo and SEND Learning and Support Coordinator. Regular progress assessments and data analysis are taken throughout the year of all boys and the progress of groups of SEND pupils are disseminated and analysed separately by the SENDCo.

Year 9 and Year 11 Statutory EHCP reviews include West Hill's Careers Officer and Year 10 and 11 boys also receive additional support from the Careers Officer whilst making post-16 choices. Pupil Progress reviews are held throughout the school year but parents are welcome to come and discuss their child's progress with the SENDCo or SEND Learning and Support Coordinator at any time with an agreed appointment.

At West Hill we believe in a strong partnership between school, our boys, parents and carers. With this in mind we always endeavour to:

- Work together to support those boys with SEND. We understand and appreciate the pressures a parent may be under because of their child's needs.
- Inform parents/carers as soon as we identify your son as having SEND.
- Acknowledge and draw on parents'/carers' knowledge and expertise in relation to their son and will be involved in the education planning process.
- Focus on the boy's strengths, as well as areas of additional need.
- Ensure parents understand procedures, are aware of how to access support in preparing contributions, and where possible are given documents to be discussed before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling differing viewpoints.
- Recognise the need for flexibility in the timing and structure of meetings.
- Respect the differing needs parents/carers themselves may have such as disability, or communication and linguistic barriers.
- Encourage an active partnership with parents/carers and will hold informal meetings and workshops where staff and parents can meet together and share expertise and concerns.
- Speak to and meet parents at the earliest mutually convenient time whenever possible.
- Boy's are fully involved in the review process and they have regular progress meetings with mentors to ensure they are aware of what their targets are and how best to meet them.
- Invite boy's to attend reviews with staff and their parents/carers.





## How do we involve other agencies to ensure our boys social and emotional needs are met?

West Hill School works closely with other agencies and has an excellent reputation for providing close partnerships and information sharing with agencies supporting our most vulnerable boy's.

We have an ever-changing net-work of partnership agencies as we seek to support our boys in an area where sadly some provisions have disappeared but new charitable organisations are being introduced.

The following services/agencies are some of those involved with West Hill School:

- Educational Psychology
- Healthy Young Minds (HYM)
- Speech and Language Therapy Team
- Occupational Therapy
- Looked After Children Team (Virtual School)
- Visual Impairment Team
- Hearing Impairment Team
- LA Learning Support Team
- Connexions
- School Nurse Service
- Child and Family Support Teams
- Tameside Educational Psychology Service
- Education Welfare Officer
- Groundworks and Big Local
- Children's Social Care
- Works 4 U
- Saddleworth Environmental Education

## How are our SEND boys supported pastorally?

At West Hill School we employ a children's counsellor who is based in school for 3 days per week. We have an Emotional and Behaviour Intervention Manager who is responsible for the needs of any vulnerable boys, along with her responsibilities to support boys to develop their social skills and ensuring emotional support in their times of need. We have a designated area for ASD boys who may need more structure at non-structured times with Lego, chess, board games and quiet areas to alleviate any anxiety they may feel.



We also support boys through our pastoral structure with Heads of Year, Form teachers and designated LSAs leading support on a daily basis.

## How are our SEND boys supported through transition?

All West Hill boys follow a very comprehensive transition programme from Year 6 into 7 but we appreciate that for boys with SEND there may be additional concerns from both themselves and/or parents/carers. Where possible we will have a representative at the Year 6 Final Statement reviews held in the summer term prior to transition. Families with boys identified by primary schools to need additional support will be contacted by a member of the inclusion team, to arrange additional visits to school prior to the summer term to meet key members of staff, see timetables or experience the dinner hall; anything that will help to ease the uncertainty of the next step.

The Summer school held in August helps to ease the pressure of the long waiting time and period of uncertainty for some of our most vulnerable learners.

Transition to Post 16 is assisted by our Careers officer, Mrs Appleby, in addition to our designated Connexions advisor. Mrs Appleby attends statemented reviews in Years 9, and 11 and identifies and prioritises boys on the SEND register for additional support with their Post-16 choices.

## What measures do we take to prevent bullying?

Our anti bullying policy, which is followed for all boys, along with our other policies can be found by clicking the link below:

[www.westhillschool.co.uk/parents](http://www.westhillschool.co.uk/parents)

## How do we evaluate our SEND provision?

- Weekly discussion opportunity with Head Teacher.
- Open dialogue with SEND Governor
- Progress measured through usual school monitoring procedures with SEND cohort disseminated and given to SENDCo for action.
- Standardised test scores for boys on SEND specific areas of study.
- Regular scrutiny of SEND register between SENDCo and SEND Learning and Support Coordinator
- Pupil Profiles
- Professionals' reports
- Reviews



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## What to do if you have a query or complaint?

Parents and partners of the school are welcome to query decisions made by the school in the first instance with the SENDCo or Head Teacher. Any formal complaints should be made in writing as per the whole school complaints policy.

Full details of Tameside SEN policies can be found at:

[www.tameside.gov.uk/sen](http://www.tameside.gov.uk/sen)



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