



West Hill School
Special Educational Needs (SEND) Information Report

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our SEND and Inclusion policy, 'Equality policy' and the 'Accessibility policy'. You will find West Hill's SEND policy on our website as well as other information about our school and the Wandsworth offer www.wandsworth.gov.uk/localoffer. Their helpline is open from 9am-5pm Monday to Friday on 0208 871 7899.

West Hill is a mainstream school. All pupils, regardless of their individual needs, are taught through an inclusive teaching approach which will enable them to make the best possible progress and ensure that they are a valued member of the wider school community. We provide a stimulating environment and an enriched curriculum that is fully inclusive. We pride ourselves on the support we give our children with SEND and on how regularly we work with parents and professionals to ensure the best possible approaches and outcomes. Our provision supports children with a range of needs such as: communication and interaction, cognition and learning, social, mental, health, sensory or physical difficulties and medical or health needs. We endeavour to ensure this so far as this is reasonable, practical and is compatible with the school receiving provision and the effective use of resources

At West Hill School pupils with special educational needs and their families are supported by:

Natalie Caraccio (Deputy headteacher / SENCO)

She can be contacted on 0208 874 5900
Her email is info@westhill.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- The first person to talk to is your child's class teacher. Please book an appointment to speak to the class teacher about your concerns. You may ask the class teacher for an appointment or speak to the school office to book a mutually convenient time.
- Your class teacher may feel it is necessary to put in place support in class to assist your child with the difficulties they are facing. This may take the form of individual support or small group support. This could be with a teacher or a teaching assistant.
- It may be necessary to seek support from an outside agency to support your child. The special needs co-ordinators are available to speak to about the types of support that can be offered.
- The next step would be to arrange a meeting with the SENDCO via the school office.
- If you are unhappy about how your concerns have been dealt with, you can contact the Chair of Governors by email: governors@westhill.wandsworth.sch.uk

How does the school decide whether a child has special education needs and what extra help they need?

- If a child has a previously identified need, the school will liaise with the previous educational setting, any services currently involved and request all relevant information.
- Children's progress is regularly assessed to ensure early intervention and appropriate support is provided.
- Children who are progressing significantly slower than their peers, fail to continue to make progress or for whom the attainment gap is widening may be identified as having a special educational need.
- Where a child has a specific need, the school may consult external specialist providers and enlist their support as appropriate.
- If a parent identifies a need, the school will liaise with the parent to identify the best way to support the pupil and help them to move forward.

How will I know how my child is doing and how will you help me to support my child's learning?

- Parents are invited to discuss their child's progress in the Autumn and Spring terms. In the Summer term they are provided with a written report about their child's progress across the year. In the Summer term if parents have queries about their child's report we offer an informal parents evening to discuss any issues arising from the school report.
- The deputy head/ SENCO hold coffee morning for parents and parent workshops supporting parents with learning opportunities at home.
- Children who have a statement of special educational need or an Education Health Care Plan (EHCP) are invited to attend their child's annual review.
- Parents are invited to attend Team around the Child meetings (TAC meetings) if this is appropriate to their need.
- The pastoral care lead Sarah Feeney can also offer support where appropriate.

How will my child be involved and consulted?

- Class teachers meet with children through pupil conferencing to discuss their learning and identify the next steps they need to take in order to make progress.
- Children are encouraged to self-evaluate after each piece of learning. They are encouraged to reflect on the learning they have completed but also how they might improve for the future.
- All pupils with a statement or an EHCP have a Special Needs Support record (Provision map). Targets are set by teachers alongside pupils and support staff. Individual targets are shared with parents and carers through meetings.
- At annual reviews, pupils present their progress against their SNS record targets and contribute ideas as to how they can continue to develop in the next academic year.
- Pupils with SEN or an EHCP complete an 'All about me' passport that is handed to the next teacher in preparation for the coming year.

How do you assess and review my child's progress?

- Teachers assess the attainment of each pupil daily by measuring small steps of progress.
- Every term pupils are assessed; this is recorded on a data system: Target Tracker. Children who make smaller steps of progress are assessed using the B-Squared Tracker system.
- Pupil progress meetings, led by the Senior Leadership Team, take place each term to monitor the progress of every child and identify those who require additional support.
- Summative assessments are completed at the end of each term.

- Assessment is moderated by the leadership team termly.
- Each term the SENCOs meet with the class teachers to discuss the progress of the children with SEN.
- Each term in Parents' Evening the reviewed targets and the new ones are shared with the parents of the children who have Special Needs Support records.

How is teaching and the curriculum adapted to my child's needs?

West Hill is an inclusive school that constantly strives to ensure that all pupils, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential.

- Every class teacher is committed to providing quality first teaching. Pupils are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the pupils.
- Pupils who are not making expected progress will be supported through additional interventions. Pupils with an Education Health Care Plan will also be supported through additional interventions and/or a learning support assistant.
- Staff have been trained to use a multi-sensory approach to ensure all pupils are able to fully access the curriculum.
- Where necessary, pupils are provided with personalised resources to enhance their learning.

How we support children with Speech, Language and Communication needs:

- Pupils who display a speech, language and communication need are referred to the speech and language therapy service (SALT).
- Providing their need meets the SALT criteria, they will be assessed by a speech and language therapist and given specific language targets.
- A member of staff, who has been trained by the speech and language therapist, will conduct bi-weekly sessions focusing on the targets set.
- The speech and language therapist will review pupil progress regularly against their personal targets

How we support children with their handwriting and fine/gross motor skills:

- Pupils work on their fine/gross motor skills on a weekly basis in class and, where necessary, during individual or group sessions.
- If children have additional fine and gross motor needs we seek support from the occupational therapy service. This service has provided us with support to develop our practise at school. If children need to be referred to the occupational therapy service the class teachers and SENCOs will meet with parents to discuss how to access the service and how to support their child at home.

What support is there for my child's emotional well-being?

- At West Hill the health and emotional well-being of all children is at the core of all our teaching and learning.
- Personal, social and health education (PSHE) is taught in class through our creative curriculum and in assemblies
- We have a pastoral care lead who is available to meet with parents if they have concerns

regarding their child's emotional well-being. Sarah Feeney works with parents and children supporting their individual needs.

- Our learning mentor is Isaac Brian who works with children who have been identified by the class teacher as needing additional support. Isaac is available to support children with their learning, emotional well-being, self-esteem and behaviour.
- When appropriate, outside agencies may be used to support children's behaviour.
- A playtime buddy system is embedded at West Hill providing peer support for children at playtime.
- West Hill is a 'telling school'. We encourage children to talk about any concerns they may have regarding the actions of others.
- We provide sessions of circle time each week to allow children the opportunity to talk to their peers and share concerns.
- After school clubs are provided for all age groups in ks1 and ks2.

How do you promote positive behaviour?

- West Hill follows the Unicef Rights and Responsibilities Charter.
- Positive behaviour is promoted throughout the school through our 'rights respecting agenda'. All children have the right to a safe learning environment and the responsibility to build a safe school community.
- Each class has a class charter detailing the positive behaviour choices that need to be made.
- Each class have 'Steps to Success' displayed in their classrooms. Pupils have a chance to move up the steps and chances to reflect and reframe.
- Assemblies throughout the school term discuss the importance of respecting others and making appropriate behaviour choices.
- There is a whole school house points system with children given the opportunity to exchange house points for rewards. Children are awarded house points for positive behaviour choices, improvements in behaviour, good learning, good manners, good friendship choices, kindness, honesty and being great role models. All pupils are assigned a house when they enrol at West Hill. There are half- termly assemblies in which pupils work together across the Key stages to win extra points for their team.
- Pupils can also earn house points through the 'Dojo Points' system.
- In each classroom there is a visual timetable designed to support children in structuring their day.

What training and specialist skills do the staff supporting children with SEND have or are having?

- At West Hill 'quality first teaching' is used to engage and motivate children to reach their full potential. All staff differentiate lessons to meet the diverse needs in their classroom.
- The learning environment is stimulating and engaging. The environment is designed to support learning, enabling children to use displays around the room to assist and further their understanding.
- We seek advice and guidance from agencies in the Borough including Educational Psychologist, Wandsworth WIASS and training offered by the Borough.
- West Hill follows local authority guidelines on supporting children with additional needs. We make all reasonable adjustments to ensure that children are able to access quality first teaching.
- Throughout the academic year West Hill engages in continuing professional development. We provide staff with up to date knowledge and training in SEN.
- The SENCOs have visited local schools with specific SEN bases to ensure they are fully informed of how best to support children with complex SEN.

How do you do to make the school environment and curriculum accessible for all children?

- Our classrooms are accessible and we are aware of the physical needs of pupils attending our school.
- West Hill has a fire chair for pupils with mobility concerns.
- Environmental adaptations are made for learners with ASD/sensory needs. Pupils are given access to a personal space in the classroom where visuals are kept to a minimum.
- All pupils have access to laptops, tablets and SEN software.
- Children with additional needs are supported through the SATs process following the guidelines issued by the Department for Education and in discussion with parents. When appropriate extra time has been applied for to support children.
- The SENCOs provide class teachers with a variety of equipment to support the children in their classes. This could include, move and sit cushions, lap hugs, fiddle sticks, pencil grips, sloping desks, bear hugs, spell checkers, coloured over lays, coloured paper, fine motor games, gross motor activities and equipment specific to individual needs.

How will my child be included in activities outside of the classroom?

- At West Hill we have an 'Early Birds club' for pupils who need to be at school earlier than the school day starts. This is available to all pupils.
- After school we provided a range of extra-curricular activities/ clubs. The class teachers will speak to the club leader to ensure that all members of staff are aware of any specific SEN a child may have.
- Risk assessments are undertaken before each school trip to ensure accessibility for all. When needed additional members of staff will accompany classes on trips to ensure the needs of individual pupils are met.
- School trips are planned with the inclusion of all pupils in mind. The safety and well-being of all our pupils is paramount.

How will the school prepare my child to join the school or transfer to a new school?

- If your child is joining our school and has additional needs this will be discussed at the initial school meeting. The head teacher will talk to new parents about their child. Parents will be asked if their child has SEN or requires additional support.
- The SENCOs will speak to the previous school to discuss the transferring child. The SENCOs will meet with the class teacher to discuss the needs of the new child.
- Your child will continue to receive additional support to help them achieve their full potential.
- The previous school will send across any SEN information and the SENCOs will support the class teacher to ensure a smooth transition.
- Parents are the people who know their children best and your view point is essential in ensuring a smooth transition.
- If your child is moving to another school, our SENCOs will plan a smooth transition by: working closely with the SENCO in the new school, liaising with parents, arranging transition visits and creating personalised resources with the pupil, such as a photo book about the new staff and school.
- In year 6 the SENCO or class teacher will attend the Wandsworth Transition meeting to discuss the needs of all pupils moving on to secondary school. If your child is moving out of borough then the SENCO or class teacher will speak to the receiving secondary school to support the child moving smoothly onto the next phase in their education.
- Each year before the start of the next academic year teachers meet to discuss the needs of the children entering their new classes. All pupils with SEN are discussed and Special

Needs Support Records are shared, targets are reviewed and new targets are set for the coming academic term. Children with more complex SEN needs are discussed with the class teachers and the SENCOs.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- At West Hill we actively seek support from outside agencies to meet the needs of children in our school.
- The school's Educational Psychology service is available to support children with their learning. We have purchased a maximum package of support to ensure we have support available for children at West Hill.
- Our pastoral care lead Sarah Feeney offers support to children and families.
- The behaviour and learning support service supports children, the school and parents.
- The occupational therapy service is available to support children with fine and gross motor needs. It also supports children with sensory needs.
- The Early Years' Service supports children with behaviour and learning difficulties in the Early Years.
- Team around the child meetings are held for children who have a number of agencies supporting them.
- Team around the family meetings are held for children whose family has a number of complex needs.
- 'Contact a Family' are a service which can support families with routines and behaviours at home.
- The speech and language service supports children with speech and language needs.
- Garratt park advisory service supports children with ASD.

What will you do if my child has medical needs?

- All medical needs are discussed in detail with the school nurse.
- Pupils are given a care plan which is shared with significant adults working with the child.
- The school has trained first aiders.
- Medical needs are reviewed and monitored by the school nurse.

What should I do if I am unhappy with my child's support or progress?

- If you are concerned about your child's progress, please speak to the class teacher.
- If you are still concerned you may make an appointment with the SENCO to discuss how best to support your child.
- An appointment with the head teacher may be booked if you continue to have concerns.
- The Chair of Governors at West Hill school is Mr Nigel Rawson.

<https://www.wandsworth.gov.uk/schools-and-admissions/schools/how-schools-are-run/school-complaints-process/> -maintained schools

Where can I go for further advice and support?

- Wandsworth Information Advice and Support Service (WIASS) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email

wiaass@wandsworth.gov.uk or telephone 020 8871 806

- [Contact a Family - Independent Support](#) Contact a Family Wandsworth (CaF) provide impartial, free and confidential , Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. To book an appointment with an Independent Support worker telephone 020 8947 5260 or email iswandsworth@cafamily.org.uk
- The Wandsworth Parents' Forum "[Positive Parent Action](#)" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or email info@positiveparentaction.org.uk
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer . The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email fis@wandsworth.gov.uk Text 07797 805 456 with "FIS" at the beginning of your message.

Reviewed November 2020

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, info@westhill.wandsworth.sch.uk