

## **West Hill School SEND Information Report February 2019**

### **Our Philosophy for Inclusion**

All children are unique. They all have skills, talents and abilities. At West Hill School we encourage all of our young men to “Aim High” regardless of their starting points, and we have a responsibility to ensure that every pupil has the appropriate teaching, learning and nurturing support to reach his potential.

We believe that:

- All pupils are entitled to a relevant and challenging education, designed to enable individual pupils 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 and differentiated curriculum.
- Many pupils may experience difficulties which may affect their learning and therefore may have special needs at some time in their school career; this makes a fluid SEN 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 and Disabilities Needs Coordinator (SENDCO) is Mrs Gemma Parkes and she has the responsibility for the day-to-day operation of the SEND policy. The Assistant SENDCO and Progress Coordinator is Mrs Rachael Weeden.

The SEN Governor is Mrs Elaine Pickford.

The SENDCO and Assistant SENDCO will:

- Oversee the running of the provision for pupils with SEN.
- Organise and manage the work of the Learning Support Assistants.
- Maintain the SEN register and the required documentation.
- Ensure records on all SEN pupils are kept securely and regularly monitored and reviewed.
- Liaise with parents, teachers and external agencies.
- Ensure annual reviews for pupils in receipt of EHCPs are completed.
- Provide regular training and information sharing for all teaching staff.
- Regularly review and monitor SEN provision within the school and oversee intervention as appropriate.
- Initiate and take part in formal meetings with external agencies regarding pupils to be assessed.
- Ensure standardised screening tests are provided for pupils demonstrating difficulties.
- Carry out assessment for Access Arrangements and liaise with the examinations officer.
- Hold regular information sharing meetings with the Head teacher and SLT.

The Tameside local offer is available here:

<http://www.tameside.gov.uk/localoffer/sendlinks>

**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 SEN.

**SEN specialisms**

The school accommodates provision for pupils who experience the following difficulties:

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

West Hill employs three Emotional and Behavioural specialist members of staff and a Learning Support Unit manager in addition to six Learning Support Assistants (LSAs) to work with our boys who have SEN or are experiencing emotional or behavioural difficulties.

**Resources we have available in school:**

The biggest resource for SEN provision at West Hill is our staffing. This is detailed as:

- SENDCO
- 1 x Assistant SENDCO
- Learning Support Unit Manager
- 6 Learning Support Assistants
- 1 Emotional and Behaviour Manager
- 2 Behaviour Mentors

The SEN 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 SEN programmes such as IDL and LASS programmes.
- 15 notebooks for designated SEN teaching room E8.
- Specialist multisensory programmes workbooks, including “Read Write Inc Fresh Start”, “Toe by Toe” and “Power of Two” and Schofield and Sims English resources.
- On-going purchase of resources around SPLD and SLCN.
- Differentiated curriculum costs (outlined in Curriculum later in the document).
- Educational Psychologist assessments and outside agency provision such as CLASS, Princes Trust, Groundworks and college placements.

Pupils with SEN 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 do we approach SEND teaching?**

Where possible the curriculum is delivered to all pupils in mainstream classes with differentiated work and LSA support where needed. Additional curriculum support is provided in the following ways per year group:

- Year 7: 7C Teaching group. A discrete teaching group of maximum 12 pupils who work in usual subject areas but with a specific emphasis around literacy. This group follows the Read Write Inc Fresh Start programme. The SENDCO and an LSA are trained to deliver this programme which is designed to rapidly improve literacy. This teaching group has LSA support in every lesson to aid with the transition and additional organisational skills required from leaving primary school. They also participate in an Aim Higher programme where one day per half term they have a non-school based activity day to build up confidence, self-esteem and explore other non-academic skills.
- Years 8 and 9: additional literacy programme. A cohort of maximum 12 boys receive three fewer humanity/language lessons and instead have additional literacy intervention.
- 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 do we adapt the curriculum and learning environment for pupils with SEN?**

Boys are taught in ability groups, so those with moderate learning difficulties work in smaller groups, with LSA support, using resources that are differentiated according to their ability. We ensure that boys have the tools they need to meet their learning needs; for example, boys with ADHD are provided with discreet fiddle toys and given the opportunity to stand up and move round as often as is practical. Boys with specific needs are provided with tailored resources as appropriate; for example, those with a visual impairment are provided with an ipad linked to the teacher's computer to enable them to view powerpoints clearly. We also adapt text-based resources to suit the needs of pupils with dyslexia and have a full range of coloured overlays for them to use if they find them helpful when reading.

### **What training and expertise do our staff have?**

Training for all staff takes place regularly throughout the year. SEN specific training for all staff is always available on designated sessions throughout the year and specialist outside speakers are regularly invited into school to train with the most up-to-date information. Recently, all staff have been trained in effective teaching methods for pupils with ASC, ADHD and dyslexia. A drop-in session for staff to speak to the SENDCO about any specific SEN queries or to discuss strategies to use with particular boys is held every Monday after school.

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

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

- Liaison with Year 5 (if on a EHC Plan). We also receive Year 6 information from feeder schools.
- Already on COP from Primary School.
- 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 vigorous assessment programme for all pupils so it is deemed unnecessary to impose further generic testing on pupils on the SEN 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 SEN register have a personalised pupil profile, 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 (see below).

#### **How do we assess and review pupils' progress towards outcomes?**

The SENDCO and Assistant SENDCO review the progress of SEN pupils on a weekly basis. Where we see concerns or lack of progress, we immediately work with the pupil and relevant subject teacher and put a plan in place to support the pupil 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 pupils on the SEN 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 in SEN linked documents in SIMs. This ensures the most recent pupil profile or information document is immediately available to all teaching staff, including cover teachers.

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

Wherever possible 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 our LSC Manager: Mrs Michelle Heap. Pupils 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 lessons in here for intervention.

Behaviour Support Unit (SU38). Whilst there is a withdrawal room for pupils who are on the disciplinary ladder, there is also a behaviour support room (SU38) which promotes positive

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 Connell, oversees this area and works with our Behaviour Mentors in working to overcome barriers to learning through emotional and behavioural difficulties. This room is also used before school, breaks and lunch times to provide an area for boys who may be on the autistic spectrum, have communication difficulties or be vulnerable to encourage them to socialise in a positively managed and structured environment.

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

All parents of Year 7 and Year 11 boys are invited in for a progress meeting in the autumn term; parents of boys in other year groups are welcome to make an appointment at any time as we have an open-door policy. As boys move up the school, one of the LSAs becomes their Key Worker and meets with parents twice a year. All parents of boys on the SEN register are invited to make an appointment with the SENDCO at Parents' Evening. Pupils with SEN will be monitored through the weekly review of the SEN register by the SENDCO and Assistant SENDCO and more specifically through their pupil progress review. Regular progress assessments and data analysis are taken throughout the year of all boys and the progress of groups of SEN pupils are disseminated and analysed separately by the SENDCO.

Year 9 Statutory reviews include West Hill's careers officer and Year 10 and 11 boys also have additional support from him whilst making post-16 choices. Pupil Progress reviews are held throughout the year but parents are welcome to come and discuss their child's progress with the SENDCO or Assistant SENDCO at any time with an agreed appointment.

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

- Work together to support pupils with SEN. We appreciate the pressures a parent may be under because of their child's needs.
- Inform parents/carers as soon as a pupil has been identified as having SEN.
- Acknowledge and draw on parents'/carers' knowledge and expertise in relation to their child and they will be involved in the education planning process.
- Focus on the pupil's strengths as well as areas of additional need.
- Ensure that 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.
- Parents/carers will be informed of their child's progress by phone, reports, interim and annual reviews and progress assessments.

- Be sure pupils 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.
- Always invite pupils to attend reviews with staff and their parents/carers.

### **How do we involve other agencies to ensure our pupils' 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 pupils.

We have an ever changing net-work of partnership agencies as we seek to support our pupils 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
- 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
- Cornerstones
- Education Welfare Officer
- Speech and Language Therapy Team
- Princes Trust
- Groundworks and Big Local
- MIND
- Children's Social Care

### **How are our SEND pupils supported pastorally?**

At West Hill School we have a strong relationship with Mind and employ a children's counsellor based in school for 2 days per week. We have an Emotional and Behaviour Intervention Manager who is responsible for the needs of any vulnerable students and among her responsibilities are developing the social skills of pupils and ensuring emotional support in times of need. We have a designated area for ASC pupils 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 pupils through our pastoral structure with Heads of Year, Form teachers and designated LSAs leading support on a daily basis. We also have a variety of breakfast clubs where pupils are supported both academically and pastorally by staff and peer mentors from other year groups.

### **How are our SEND pupils 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 SEN there may be additional concerns from both themselves and/or parents/carers. We will attend Year 5 EHC reviews where West Hill is to be identified as the named school and 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 Mrs Connell, our Emotional and Behaviour Support Worker, to arrange additional visits to school prior to the summer term to meet teachers and take photographs, see timetables or experience the dinner hall; anything that will help to ease the uncertainty of the next step. Literacy, STEM and Sports summer camps are all held in August to help 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, Mr Musiol, in addition to our designated Connexions advisor. Mr Musiol attends Statemented reviews in Years 9, 10 and 11 and identifies and prioritises pupils on the SEN 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 students, along with our other policies can be found by clicking the link below:

<http://www.westhillschool.co.uk/parents>

### **How do we evaluate our SEND provision?**

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

### **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:

<http://www.tameside.gov.uk/sen>