



West Hill Primary School
(a partner in the SMILE Learning Trust)
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West Hill Primary School

SEND INFORMATION REPORT

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.

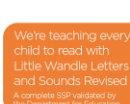
This report was adopted by West Hill Primary School Governing Board on
January 2026

Date of Review	Body responsible for review	Date of next review
January 2026	IEB	January 2027

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.



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West Hill Primary School SEND Information Report

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<i>What kinds of Special Educational Needs does West Hill Primary School provide for?</i>	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: • <i>Cognition and learning</i> • <i>Social, Mental & Emotional Health</i> • <i>Communication & Interaction</i> • <i>Physical and Sensory</i> (For more detail see the SEND code of practice 2015: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
<i>How does West Hill Primary School know if a pupil needs extra help?</i>	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 and the class teacher will plan and provide appropriate provision. This provision will be closely

	monitored and regular review meetings will be held with the SENDCo, class teacher and with the parents. Termly reading and maths assessments helps teachers track progress. Pupils identified as having SEND will have their needs assessed through a variety of ways including: • Information passed on from parents/carers, nursery/ previous schools and / health professionals • Concerns raised by the class teacher • Concerns raised by parents/carers • Baseline testing, including language screening, year 1 phonics screening, termly progress data, • The child is performing below age expectations or making limited progress after an intervention has been in place • Observations and assessments • Liaison with external agencies e.g., Speech and Language Therapist, Educational Psychologist, SEMH Team, Occupational Therapy or Communication & Interaction Team
<i>What should parents do if they think their child has special education needs (SEND)?</i>	If you 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. CLARE BENNETT or MELISSA FOTHERINGHAM (the SENDCO team) can be contacted through the school office 01404 812599 Please telephone the school to request an appointment or email sendco@west-hill-primary.devon.sch.uk . The IEB with responsibility for SEND is Nicola Taylor Bashford. She can be contacted through the school office.
<i>How will school staff support my child?</i>	West Hill Primary School is an inclusive school with a strong commitment to meeting the needs of all its pupils. Every teacher is responsible for meeting the needs of all pupils within their class. Staff are constantly monitoring and assessing all the children they work with on a day-to-day basis. 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 including: • Extra adult support in classrooms where appropriate • Inclusive approaches are used across the school to enable all children to reach their full potential • Personalised curriculum, resources and approaches as required

	• Providing challenge and support at the levels appropriate for each child across a rich and wide-ranging curriculum • Regular discussion between the teacher and child about their learning. Child's views are sought in an age-appropriate way and adapted to support possible communication needs. e.g. through drawings, using simple rating scales and talking mats • Support and discussion with the SENDCo and outside agencies In discussion with parents/ carers, We also provide provision where children may work in smaller groups for time-limited interventions which might include: • English/ Maths group interventions • Social, Communication and Interaction Interventions • 1:1 Speech, and Language groups • Wellbeing/ promoting positive mental health • Social stories/ comic strip conversations • Sensory breaks • Daily reading • Touch typing • Transition programmes • Drawing and Talking
<i>How will the school measure my child's progress?</i>	We follow the graduated approach to meeting your child's needs. The graduated approach is a 4-part cycle of assess, plan, do, review. Every pupil in the school has their progress tracked termly. In addition to this, pupils with SEND may have more specific assessments to inform targets and to measure small steps of progress. Interventions are monitored termly and this is reviewed to ensure their effectiveness. This is done by tracking start and end data for both academic achievement and social, emotional development. All children take part in termly assessments that are monitored by the class teacher and the school SLT. All this information will feed into the provision planning for pupils.
<i>How will I be involved in decisions about my child's education?</i> <i>How will I know how well my child is doing at school?</i>	The class teacher and /or SENDCo meets will meet with parents at least once each term to discuss the progression children are making. During this meeting there will be a review of the child's Pupil Passport and Support Plan if they have one. <u>PUPIL PASSPORT</u> This passport allows children to express how they learn best and what helps them to learn as well as how they would like to be supported. <u>SUPPORT PLAN</u> All pupils with SEND will have a support plan that outlines the outcomes for the term and the provision that will be provided. Termly curriculum letters will set out the learning for the term and sometimes suggests way that parents can support their child's learning at home.

<i>How will my child be involved in decisions made about their education?</i>	Wherever possible we will seek your child's views on the decisions being made about their education. The level of involvement will depend on your child's age and level of ability. We may seek your child's views by asking them to: • Attend meetings to discuss their progress and outcomes • Pupil survey • Pupil Passports are created with the class teacher and child • Prepare a written statement, video, drawing etc
<i>How will the school support my child's mental health and emotional and social development?</i>	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. All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. • High quality PSHE lessons and well-designed PSHE curriculum • Use of the Zones of Regulation • Specialist support for individual pupils including Drawing and Talking intervention • Talking to parents and carers, and seeking external agency advice and support such as the school nurse when appropriate • Mental health updates in the newsletter to all families with signposting where relevant to the topic • Pupils in Year 6 are encouraged to apply for various leadership positions (Digileaders, Sports Leaders, Buddy Leaders, Librarians and House Captains)
<i>How will the curriculum be matched to my child's special educational needs?</i>	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 focused around OAIP (Ordinarily Available Inclusive Provision) and our core teaching principles are based on the EEF 5 a Day. Please see the links below for more information on these: https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send All our staff 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

	• <i>Choice boards</i> • <i>Words mats</i> • <i>Learning partners</i> • <i>Utilising different learning styles – visual, auditory and kinaesthetic</i> • <i>Pre teaching vocabulary</i> • <i>Behaviours for learning reward system</i> • <i>Use of technology</i> • <i>Social stories</i>
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. We have staff trained in a number of specific programmes to support children including Numicon, Fun Fit, Little Wandle Phonics, Speech and Language, Drawing and Talking 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. The school works closely with any external agencies that are relevant to the individual children's needs. Recent training includes: • Working memory • Precision Teaching • Developing the role of the Mental Health Lead • Drawing and Talking • Zones of regulation • Autism • Mental health • SEMH • Massage for children • Anxiety and post-traumatic stress in children 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. On top of this we have access to training and support through Devon Psychology Associates and also liaise closely with the school nursing team.
How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?	To ensure we are evaluating the effectiveness of the school SEND provision, we have 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. To assess whether any additional support provided has had an impact on educational progress, provision maps, SEND Support Plans and Pupil Passports track the support being given and the progress made and adjustments are made accordingly.

	The SENDCo reports to Governors on how effective the SEND Action Plan has been in supporting the progress of children with SEND 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.
<i>How accessible is the school environment?</i>	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 as a handrail. There are disabled parking spaces in the village hall car park available for use. We have a clear Accessibility Plan which is available on our school website.
<i>What happens if my child needs specialist equipment?</i>	Pupils will be allocated resources based on their individual needs. Some children may need a wobble cushion, fidget toys, chair bands, slant boards and school will seek to provide these where possible. Where assessment has shown the need for a particular piece of equipment in school does not already have available this can usually be secured for the children through negotiation with other schools, support services and charities. 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.
<i>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?</i>	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. Secondary schools will seek information about pupils with SEND in the Spring or early Summer term. The SENDCO and class 6 teachers will endeavour to ensure that all information is passed on. Pupils' individual files will be sent on the next school at the beginning of the Year 7 Autumn Term. Staff from Kings and Colyton Grammar School will come to West Hill Primary to meet with the pupils that are transferring onto them.

<i>What do I do if I have a concern over the provision?</i>	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 team at sendco@west-hill-primary.devon.sch.uk. We will endeavour to listen to your concerns and work together to come to a resolution. If you still have concerns, then please contact the Acting Headteacher Rob Pantling. If concerns are still not addressed then parents can follow the complaints procedure which can be found using the link below. https://west-hill-primary.devon.sch.uk/parentspupils/policies/
<i>Where can I find more information about services for my child?</i>	The information in this report forms a part of <u>Devon's Local Offer</u> which can be accessed at: https://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer/ Parents can also access the <u>Devon Information and Advice Service (DIAS)</u>, 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). Email: devonias@devon.gov.uk 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. Devon often provide parental workshops that may support families with children diagnosed with autism or ADHD. These workshops will be advertised via the school newsletter.
<i>How will my child be included in activities outside the classroom and trips?</i>	Risk assessments are completed for all external trips and pupils with SEND are mentioned within this to ensure their safety and access to the activities.
<i>How will my child manage and access tests?</i>	We provide a range of access to tests including: • Extra time • Quiet rooms • Readers • Scribes Provision is discussed with the class teacher and SENDCo where relevant.