



A joint Catholic & Church of England Academy

# Hope Academy Local Offer 2023 - 2024

**The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).**

**This is known as the Local Offer. Further information about the Local Offer can be found.**

<https://new.sthelens.gov.uk/send/support-services/>

At Hope Academy we value and are committed to working together with all members of our academy community and this report is a summary of the outcomes of interventions for our students receiving additional and different support. The report has been provided by means of answers to a series of questions which parents and carers may wish to raise, if you require any further information or guidance please contact one of the named staff indicated below.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The most appropriate people to contact about this are:

SENCO's office Tel 01744 671947

Mrs E. Frodsham, SENDCo Tel 01744 671930

Mrs P. Hible, SEND Lead Tel 01744 671930

Mrs M. Adams, Principal Tel 01744 671937

Mrs F McCaul, SEND Governor

This report is written in the context of recent changes to legislation as outlined in the Children and Families Act 2014.

A Special Education and Disabilities Guide for Parents and Carers was published by the Department for Education in August 2014 which outlines these changes, a copy can be made available on request.

You may also wish to refer to the Local Offer of St Helen's Council, which can be located at:-

<https://new.sthelens.gov.uk/SEND>

**At Hope Academy**, our guiding principle is one of inclusion. We aim to identify and break down all possible barriers to learning for students with or without special educational needs and disabilities. This is achieved through early identification and appropriate support and intervention throughout their academy careers.

We value all the students at Hope Academy equally and ensure that each student has access to a broad, balanced curriculum which is fully differentiated to meet their needs and abilities. We aim to offer high quality guidance, support and intervention to ensure that the needs of all our students are met, through the Learning Support Department and Pastoral support, thus ensuring a successful transition into adulthood and the world of further education, training or work.

At Hope Academy we operate a whole-academy approach to meeting the needs of students with SEND. All teachers within Hope Academy are teachers of students with special educational needs and the Learning Support Department and its staff are committed to supporting students with special educational needs to learn alongside their peers.

**Possible questions you may have:**

**1. What types of SEN and disability are provided for within the academy?**

The types of Special Educational Need we provide for in the Academy are:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> <li>▪ Speech, Language and Communication Difficulties</li> <li>▪ (this also includes children who have English as an additional language – EAL)</li> <li>▪ ASD including Autism and Asperger’s</li> </ul>	<ul style="list-style-type: none"> <li>▪ Moderate Learning Difficulties (MLD)</li> <li>▪ Specific Learning Difficulties (SpLD) including Dyslexia Dyscalculia Dyspraxia</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anxiety</li> <li>▪ Depression</li> <li>▪ Self-harming</li> <li>▪ Eating Disorders</li> <li>▪ Physical symptoms which are medically unexplained</li> <li>▪ Attention Deficit Disorder (ADD)</li> <li>▪ Attention Deficit Hyperactive Disorder (ADHD)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visual Impairment (VI)</li> <li>▪ Hearing Impairment (HI)</li> <li>▪ Physical Disability</li> </ul>

## ***2 What are the policies and procedures for identifying children with SEND and assessing their needs?***

The Academy has the following policies to support pupils with Special Educational Needs:

- Admissions Policy, Curriculum Policy
- Administration of Medication Policy, SEND and Disability Policy
- The SEND Information
- Accessibility Plan, Literacy Policy, Numeracy Policy
- Anti-Bullying Policy, Behaviour for Learning Policy,
- Assessment Recording and Reporting Policy and Child Protection Policy.
- Additional Guidance notes are available regarding Dyslexia, English as an additional Language and Autistic Spectrum
- All students entering the Academy undertake a baseline assessment soon after entry
- Students with SEND are identified via the schools electronic database and strategies of support are made available to staff via this system
- Students views are regularly sought through individual interviews and attitudinal surveys
- A comprehensive exchange of information takes place with partner primary schools
- The Academy uses a graduated approach to meet each SEND student's needs

High quality teaching is seen as the first priority to ensure student progress.

The Academy has developed a SEND Provision Map which clearly outlines the level of support that each individual child needs and is currently receiving. In addition to this, all teaching staff keep a detailed record of your child's progress and data, and our academy systems allow us to track the progress of each student to ensure we provide a curriculum to meet their needs and help them to reach their full potential.

## ***3. What arrangements have been made for consulting parent/carers of students with SEND and assessing their needs?***

- SEND Information is passed to the SENCo from the primary schools prior to the transition process in year 6. A carefully supported transition to the Academy is planned for the students with extra bespoke small group visits where appropriate. When the students start in year 7, information has been made available to all the Academy staff to enable them to meet the need of all students with SEND.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress. We encourage parents/carers to contact the academy and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development.
- Where appropriate Parents and students are consulted in the implementation and monitoring of Individual Learning Plans
- Annual Review Meetings are held each year with parents of students who are funded or have an EHCP. For pupils who are leaving the academy, we arrange for transition and invite them to one to one interviews.
- Reports are prepared and sent home to enable parents/carers to monitor their daughter/son's progress
- Parents/carers are involved in any movement of their child within the graduated approach

#### ***4 What arrangements are in place for consulting young people with Special Educational Needs and involving them in their education?***

- Annual Review meetings are held once a year. These meetings provide opportunities for our young people to meet with the SENCO and to discuss progress, review targets and set new targets.
- Students are invited to give their own views on school life which are presented in the Annual Reviews. This is looked into by the SENCO and outside professionals, and adjustments are made where possible if requested.
- We are happy to offer individual appointments to discuss specific issues with young people.
- We encourage students to approach a member of the Learning Support Faculty when they have any concerns. The Support staff will endeavour to resolve the issue, and report to the SENCO.
- Teacher Assessments are updated at the end of each term.
- The student's placement on the graduated approach is reviewed.
- Students may choose to inform the pastoral team of concerns who will contact the SENCO where necessary for advice.

#### ***5. What is the arrangement for assessing and reviewing student's progress towards outcomes?***

- At transition, the students take part in baseline testing and reading and comprehension ages are assessed to provide school with extra information other than KS2 SATs. Students who have literacy and numeracy difficulties are assigned to specialist intervention programmes to support their understanding in curriculum work. These interventions are closely monitored in line with student progress.
- Parents will receive an interim report on progress prior to February half term, and a more detailed report at the end of the school year. Progress is assessed through acquisition and mastery of skills in each subject.
- In KS4 it may be appropriate to reduce a small number of student's timetables and offer alternative courses focussing on Life Skills, such as ASDAN. Some students receive additional literacy in Years 10 and 11 to support their GCSE work. The decision to offer this alternative curriculum is made through individual progress scores, taking into consideration the student's history of need.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- We encourage parents/carers to contact the Academy and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development.
- An ongoing data capture is regularly assessed to measure the rate of progress against targets.
- The student's placement on the graduated approach is reviewed every two weeks.
- Subject teacher, parent/carer and student concerns are acted upon to ensure progress is reviewed effectively.

- Students are tested for Special Access Arrangements, for example 25% Extra Time, Readers and Scribes in year 10 to ensure they have every opportunity for success in their GCSE examinations. This test is based on the students' 'history of need.'

### ***6 What are the arrangements for supporting students in moving between phases of education?***

- During transition between primary and secondary, the SENCO, Senior Leadership team and relevant staff hold interviews with parents, teachers and SENCOs of primary schools in order to discuss your child's needs and how best to support them as they move into secondary education.
- We will contact a wide range of specialist services that can support your child and, if appropriate, invite them to a meeting at the Academy to ensure that we are working in partnership to achieve the best outcomes for your child. This process will use the new SEND code of practice Guidance.
- Detailed transition plans are prepared for children who may need them.
- We view the transition from primary to secondary as a significant event for the students concerned and we try to make this process as smooth as possible for them and their parents, while ensuring it is informative for all colleagues.
- Prospective students and parents are encouraged to introduce themselves at the academy's Open Day and Welcome Evening. The SEND team also welcome meeting parents and students at other times of the year, particularly to discuss the nature of individual special needs. The SENCO will attend Year 6 Transition Statement reviews when invited by the Primary school. During the summer term all the main feeder Primary schools are visited, or their SENCO is invited into Hope Academy.
- Students for whom it is expected that transition could be problematic will be invited to take part in several additional transition activities. This group usually focuses on those students whose SEND or raised anxieties levels about transfer are of concern.
- Students who transfer from another school during the academic year are usually assessed by SEND staff for reading, spelling and numeracy unless such information is available directly from the previous school.
- At the end of each academic year, we complete year to year transitions with a number of complex pupils who need time to adjust to new timetables and changes in their school routines.

### ***7 What is the approach for teaching children with SEND?***

- In order to support all students, the curriculum is delivered in a variety of ways.
- All lessons within the Academy are differentiated in order to support the needs of all children.
- Small group and individual support is offered to students whom we feel would benefit from this.

- We understand that students learn at their own pace, so we closely monitor progress using a variety of systems. Firstly, staff will record progress using the academy database termly and within departments. However, they are able to express their concerns at any time if pupils are not making expected progress to their head of department, SENCO or pastoral team.
- Opportunities to share views and provide advice will be given to parents/carers relating to how their child's needs can be met in the form of parent meetings and annual reviews.
- In order to ensure maximum inclusion high quality teaching in all subjects is expected, with specialist support and advice as appropriate.
- The Academy operates a Graduated Approach, as fully outlined in the SEND Policy, this is to ensure an appropriate level of support is provided

### ***8 How are adaptations made to the curriculum and learning environment for children with SEND?***

- The principal and senior leadership team review the curriculum annually and work with departments to plan and implement a broad and balanced curriculum to meet the needs of all pupils in accordance with the Equalities act 2014.
- The Academy has been designed to ensure all pupils have access to a wide range of educational provision.
- The Academy follows the National Curriculum; students with special educational needs have work adapted and where necessary receive support from an additional adult in the classroom who makes further adaptations to make the curriculum accessible. High needs students and students with an EHCP receive targeted support and have 'smart' targets to measure small increments of support in basic skills alternative to national curriculum measures where necessary. This is in line with the curriculum accessibility measures of the Special educational Needs and Disability Regulations 2014. A small number of students with very high needs work in a small group setting accessing the full curriculum which is modified with additional support in each year group.
- A Graduated Approach is in place to ensure an appropriate curriculum to meet individual student needs
- To support pupils in the classroom, the school is able to provide specialised equipment such as coloured overlays, pen grips and electronic notebooks.
- In line with statutory guidance the school has a current Accessibility Plan which is fully developed in these three aspects: Access to the Curriculum, Access to Information and Access to the Physical Environment.
- The Learning Environment is of an extremely high standard with the building opening in 2011.
- There is a specialist Learning Development area geared to students with SEND needs which includes access to computers with specialist software.
- Within the Hope Centre there is a Centre of Wellbeing and Achievement which is led by the Learning Support Manager where bespoke groups access external professional support to prepare them with life skills post 16 years.
- Hearing induction loops are in the reception, library and 3 serveries

- All room number plates are also in braille
- All ground floor entrances and fire escape doors are wheel chair friendly, and have external guide rails.
- There are two passenger lifts within the Academy.
- There is a sound field system in all classrooms
- All classrooms are supplied with 1 adjustable height table for wheel chair users.
- Evac chairs are positioned on all 1st & 2nd floor landings for the mobility impaired and Personal Evacuation Plan will be created and shared as appropriate
- Rumble strips are placed at the top of each set of stairs

### ***9 How are staff trained to support children with SEND?***

- The SENCO attends Local Authority briefings in order to keep up to date with any legislative changes in SEND and also works collaboratively with SENCOs and SEND Leads in the Saints Multi Academy Trust in half termly meetings.
- The SENCO arranges staff training with outside agencies for the Teaching Assistants and pastoral staff working closely with students with SEND.
- We can make referrals, with your consent, to many specialist services including the neurodevelopmental pathway, Speech and Language, Occupational Therapy and the School Nurse.
- The SENCO trains all staff once per year in supporting students with SEND, engaging with the Local Authority professionals to support this event.
- There is an online SEND Staff Handbook available to all Staff which is used as a reference document to support staff across the school when working with students with SEND and their parents.
- There are training notes available on key areas such as Dyslexia, Autistic Spectrum, and English as an Additional Language.
- There is an Individual Learning Plan on the school database accessible to all staff with a pupil profile and strategies of support to help teachers adapt lessons for students with SEND to access the learning.

### ***10 How is the effectiveness of provision evaluated?***

- Provision is reviewed within the academy on a regular basis and in the following ways:
- The SENCO meets with the SEND Governor once per term to review progress of students with SEND. External experts offer advice in relation to local and national standards and best practice.



- Parents are kept fully informed of any developments and are encouraged to complete written forms as part of the review process. In addition to this, they are invited to complete parental questionnaires (feedback is usually extremely positive).
- The school data base and SEND data base provide a wealth of information that supports Senior Leadership judgements about the academy.
- Students participate in formal and informal reviews.

***11 How are children with SEND enabled to engage in social activities available to children in the wider community?***

- Vulnerable students are permitted to come to the Hope Centre at morning break and lunchtime to develop their social and communication skills. They can complete homework and receive support from trained staff in after school clubs on a Tuesday and Wednesday.
- Students are encouraged to take a full part in the wider life of the Academy.
- Students take part in Sensory activities as a group to improve social skills.

***12 What support is available for improving emotional and social development?***

- All children participate in the Hope Inspire programme which covers a variety of social and emotional issues through the faith led ethos of the school which is important in the development of their social understanding.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children/young people.
- E safety and cyber bullying is a part of the Inspire programme and ICT lessons.
- All pupils participate in anti-bullying activities during the school year.
- If your child has any anxieties or concerns, our pastoral support team for each year group and our safeguarding officers are available to help your child.
- We aim to provide a curriculum appropriate to the needs of the pupils.
- Our ethos is to nurture relationships characterised by Christian faith and spirituality.
- The chaplain plays a proactive role in the life of the academy.
- We aim to maintain effective pastoral care and welfare for all members of the community.
- We strive to provide a caring and secure environment for all.
- We aim to provide excellent opportunities for staff to continue their professional growth.

***13 How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families?***

- The Academy can access support and specialist advice via the local authority TESSA (Triage for All Education Support and Specialist Advice) service.
- The Academy can access specialist support from Speech and Language Therapists, Educational Psychologist, CAMHS, Paediatricians, and Integrated Children's Services.
- Where applicable, the academy invests in a private Educational Psychology Service.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service).
- The Academy employs the services of an EAL specialist to support students with English as a foreign language. Staff are encouraged to contact her directly for specialist subject delivery support.
- The SENDCO communicates regularly and attends meetings with parents, children and other health professionals to ensure they are safe and are fully engaged in the academy community.
- Meetings take place to address any concerns regarding your child's education, health and wellbeing.

***14 What are the arrangements for handling complaints from parent/carers of students with SEND about the provision made at the academy?***

- Dialogue between parents and the academy is actively encouraged in order to resolve any problems at an early stage.
- In the first instance, parents are invited into the academy to discuss their concerns with the SENCO and/or Senior Leader who will endeavour to resolve the problem.
- The principal will also be informed at the above stage and, if needed, a meeting with the academy governors will be arranged.
- The school has a complaints policy which can be found on the Academy website under the Policies and Procedures section.

**This report will be updated annually.**