HOPE ACADEMY
SEND INFORMATION REPORT
2025-2026

SEND Information Report

September 2025 - September 2026

At Hope Academy we are committed to working together with all members of our school community and this report is a summary of the interventions for our students receiving additional and different support. The report has been provided by a series of questions which parents and carers may wish to raise. If you have any further enquiries please do not hesitate to contact one of the named staff below:

Mrs E. Frodsham: SENDCO Tel: 01744 671930

Mrs L. Brook: Ass. SENDCO Tel: 01744 671930

Mrs Adams: Principal

Fran Mc Caul: SEND Governor

The report is written in context of changes of legislation outlined in the Children's and families Act 2014.

You may also wish to refer to the St Helens Local Offer made by the Local Council. This can be found at: St Helens Family Information Directory | The Local Offer

Our Principles

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

We value the students at Hope Academy equally and aim to ensure that each student has a broad and balanced curriculum in order that they achieve their aspirations and desired outcomes post 16 years. We offer high quality guidance and intervention through the Learning Support faculty and the pastoral teams, this ensuring successful transition into adulthood into the world of further, education, training or work.

At Hope Academy we operate a holistic approach to meeting the needs of the students with SEN & Disability. All teachers at Hope Academy are teachers of students with special educational needs and the Learning Support Faculty and its staff are highly dedicated, committed support teachers working as a team alongside the subject teachers to move students forward at a commensurate pace with their peers.

1) The aims of our provision in regard to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

  1. **Communication and interaction,**
  2. **Cognition and learning,**
  3. **Social, mental and emotional health,**
  4. **Sensory/Physical.**

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

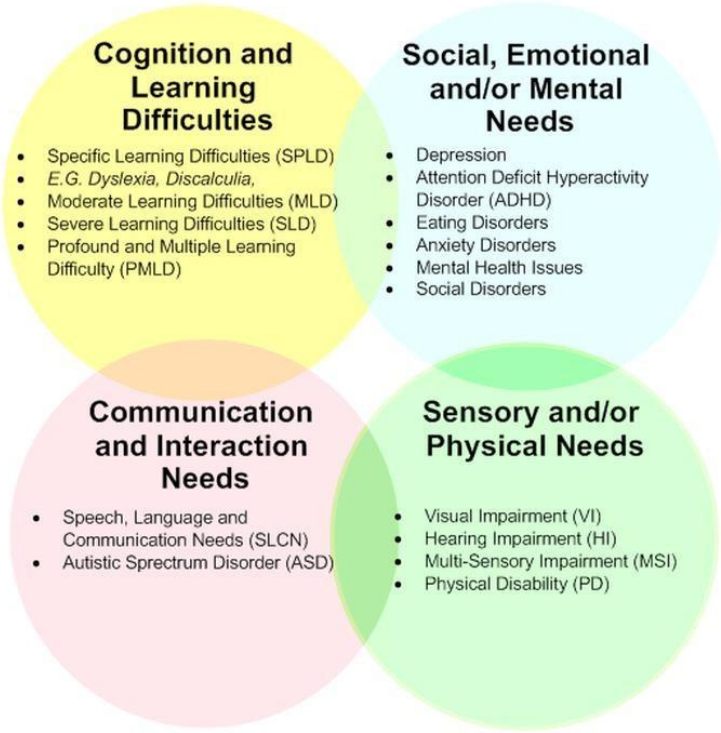
At Hope Academy we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at Hope Academy:



- Children and young people with SEND have different needs but all children with SEND without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

❖ It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully

before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

All teaching staff are trained at Hope Academy to use the Graduated Approach (SEND COP 2014) where they identify a student whose progress is significantly falling below that of their peers. Teachers will complete an Executive Functions form generated by the SENDCO identifying all differentiation they have implemented and the outcomes. This will be returned to the SENDCO who will inform parents and outside professionals, where necessary for assessment.

5) What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENDCO whose name is Mrs Emma Frodsham (frodshame@hope.allsaintsmat.org) or Assistant SENDCO, Mrs Laura Brook (brookl@hope.allsaintsmat.org).

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENDCO, external verifiers,
- Ongoing assessment of progress made by pupils with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND,
- Pupil and parent feedback on the quality and effectiveness of interventions provided,

- Attendance and behaviour records with immediate feedback direct through the parent Arbor App.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an **assess, plan, do and review** model:

  - **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

  - **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO.

  - **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

  - **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific

needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

At Hope Academy we use **Individual Learning Plans**. These are completed by the SENDCO at transition and identify their abilities and strengths, support strategies for teachers and teaching assistants to reduce barriers to learning and social success. These are reviewed each term in collaboration with parents and carers, where possible; the student will have an opportunity to state how they learn best.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCO) and/or external specialists, via the ILP (Individual Learning Plan) held on the schools' central data system for all teachers to access.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents through feedback regarding the Annual Reviews for students with an EHCP and/ or additional funding but also through the school reporting system and Parents' Evenings.

In a very small number of cases, a home-school diary will be used at the discretion of the school where there are very significant needs, for parents to communicate with school staff on a more regular basis.

Parents may choose to arrange an appointment to discuss their child's progress with the Head of Year/ Assistant Head of Year or the SENDCO/ Assistant SENDCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would

like to share that could impact on their child's success. Meetings with the school staff should be arranged with at least one weeks' notice due to work schedules and often a phone call or email may the best way to communicate where a response will be provided within 24 hours. The contact number is 01744671930.

10) How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.hopeacademy.org.uk

- and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENDCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCO who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- The Inspire curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well being through a variety of faith led enriching activities linked to our school ethos. The School Chaplain links closely with the Pastoral teams to deliver Collective Worship which ties into the Inspire Programme with a wide range of topics which vary every week. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well being are delivered to targeted pupils and groups in the Hope Centre and aim to support improved interaction skills, emotional resilience and well- being.
- Students can access the school counsellor through a referral via the school Mental Health lead.
- Students can access support from a range of outside professionals including the Healthy Living Team, TAZ, YPDAAT and Careers Connect.

- Students who require reduced curriculum can access a bespoke curriculum including Arts Award, Business and Enterprise, Sports Studies Level 1 and Level 2 qualifications to prepare them with employability skills and life skills post 16.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Students who find it difficult to cope with large crowds may access the Learning Support Faculty at Break and Lunchtime where it is calm and quiet, under close supervision by the teaching assistants. They have opportunities to complete homework if they wish, with support at these times.

13) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist supports that are identified in section 12 above

15) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhancement and specialist. Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced Training:

- Administering Special Access Arrangements during examinations
- How to support students in looking after their sexual health
- How to support students to be aware of the dangers of drugs and alcohol
- How to support students in Healthy Living
- How to support students who are Young Carers

Specialist training has been provided to the SENDCO on:

- National SENDCO Award – Mrs Frodsham
- Aspiring SENDCO- Mrs Brook

- The Governor with specific responsibility for SEND has completed the SEND Governor training.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- There are no steps into the building at ground level.
- Lift access to first and second floors of the building.
- Toilets on every floor with adaptations to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- The Hope Centre has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils, allowing time and space for sensory activities and emotional regulation.
- Regulation Stations developed in classrooms where AL and RL groups are taught.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned enhanced transition programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

As students are transferring from another setting, the previous school records will be requested during the summer term. There is an extensive transition programme where students with SEND/ High needs can visit once per week for 6 weeks of the summer term and take part in activities in every department prior to starting in the following September. The students will also have Transition Week where they will further access daily activities with the rest of the students transitioning to Hope Academy. There will also be a SENDCO Information Evening for parents

during the summer term to have opportunity to ask any questions they may have about the new school.

These opportunities are further enhanced for pupils with SEND and identified on the website.

- The Annual Review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

Options Evening and Careers Advice

- The school has a duty to secure independent careers guidance for all students. This begins in year 7 and is embedded within the curriculum. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

19) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)

- In class, adult or peer support (shared) aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development; Hope Centre; Inclusion Base)
- Small group tuition to enable catch up (subject or targeted at literacy and numeracy)
- Independent Study sessions at KS4 where students requires a reduced curriculum.
- Bespoke curriculum and access to vocational L1/L2 courses.
- KS4 Day release courses with providers leading to post 16 employment opportunities.
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardo's, Relate) and community sources (e.g. Youth and Church groups, local businesses)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support
- Fresh Start to support phonics and literacy skills.
- Number Stax to support basic numeracy skills.
- Bespoke personalised curriculum in a small number of cases, needs-based.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENDCO or a member of the Senior Leadership Team.

20) How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP/ additional funding, the decision regarding the support provided will be taken at joint meetings with the SENDCO, Head of Year and parent at transition to Hope Academy. If the school are unable to provide sufficient support for the student to make good progress, it may be agreed between the SENDCO and parents that additional funding should be applied for from the Local Authorities.

For pupils with an EHCP/ additional funding, this decision will be reached in agreement with

parents when the EHCP is being produced or at an annual review.

21) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the SENDCO, Head of Faculty, Director of Key Stage
- during parents evenings,
- Individual Learning Plan Reviews with Inspire Tutors, Parents and Students / or the SEND Team once per term
- meetings with support and external agencies.

22) The steps the school has taken to prevent discrimination and inequality towards pupils with SEND

- All applications are welcomed through the Local Authority admissions process for a place at Hope Academy
- Extensive adaptations to curriculum, including bespoke and personalised curriculum to meet individual needs.
- Students have access to all areas of the school via wide corridors, lifts and individual changing rooms where necessary.
- Students with sensory impairment are facilitated with sensory programmes in the Hope centre and assessed twice per year from the Local Authority Sensory service providing schools with recommendations for access to learning and the school environment.
- Students with high needs which may trigger a behavioural incident will be considered on an individual basis. Where appropriate, they will spend time in the Hope Centre (Learning Support) to 'Reflect' on their choices and social stories will be used to support them to make the correct choices in future.
- Students requiring Special Access Arrangements in exams will be assessed by the Local Authority representative supporting schools with examinations for students with SEND. This will happen in Year 10. All students requiring these arrangements will be awarded a reader, scribe, 25% Extra time, laptop dependent on need. They will sit their exams in the Hope Centre in a quiet space away from the Main Hall, if required.
- All students should attend school with the same uniform standards. In a small number of cases students with diagnosed sensory needs will be permitted to remove their blazer and tie in the classroom only. All students must wear full uniform when moving around the school. Students requiring support to purchase uniform will be considered on an individual basis.

23) Who can I contact for further information or if I have any concerns/ Complaints?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The SENDCO, or Assistant SENDCO

24) Support services for parents of pupils with SEN include:

- Information, Advice and Support Service Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IASS service
- https://new.sthelens.gov.uk/send/st-helens-iass-information-advice-and-support-service/
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

25) Information on where the Local Authority's Local Offer can be found.

https://new.sthelens.gov.uk/send/parent-carer/information-and-help/halo/ provides a service known as HALO where parents and carers can email professionals directly regarding any concerns they may have regarding the Local Offer responses to their child's SEND. They can also find information on mediation and conflict resolution services.

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and the Equality Act 2010.