

## Hope Academy Local Offer

### Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### What is the Local Offer?

• The Local Offer was first introduced in the *Green Paper (March 2011)* as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

### What will it do?

• The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

# Hope Academy - Local Offer

## Special Educational Needs and Disability (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 school 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-school approach to meeting the needs of students with SEND & Disability. All teachers within Hope Academy are teachers of students with special educational needs and Learning Support Department and its staff are committed to supporting students with special educational needs to learn alongside their peers.

## Our Facilities

Hope Academy which opened in September 2011 is one of the most sustainable and highly specified education buildings in the UK and Europe.

With truly exceptional facilities including outdoor interactive learning spaces, a kitchen garden, science garden, sustainability garden and wildlife pond, with a wireless internet system covering the whole site enabling fully accessible outdoor working.

Wind turbines provide off-peak electricity, photovoltaic panels generate energy, and heating and hot water is supplied by renewable biomass sources on site; features which not only benefit the environment but our pupils, whose study of sustainable development represents our school specialism.

Hope Academy operates a CCTV system in order to enhance the security and safety of our premises, pupils, staff and visitors.

Across the site, the Academy provides:

- Innovative Learning Spaces
- Outdoor Learning
- Break Out Areas
- Sports Facilities
- The Chapel
- Post 16 study centre

## Accessibility

Hope Academy has been designed to ensure all pupils have access to a wide range of educational provision.

As a result all of the following have been put in place:

- Hearing induction loops in the reception, library and 3 serveries'
- All room number plates have brail on them.

- All ground floor entrances and fire escape doors are wheel chair friendly, and have external guide rails.
- Two passenger lifts within the Academy.
- Sound field system in all classrooms
- All classrooms are supplied with 1 adjustable height table for wheel chair users.
- Evac chairs positioned on all 1st & 2nd floor landings for mobility impaired.
- Rumble strips at the top of each set of stairs

### **Teaching and Identification of Needs**

All pupils who attend Hope Academy receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all pupils with a curriculum matched to their needs. All teachers follow the St Helens Dyslexia policy when delivering to the pupils.

All staff within the Academy are involved in the identification of students with additional needs in their mainstream classroom. Any concerns identified from the teachers passed to the SENCO through completing a learning support referral. At Hope Academy progress and attainment of all pupils is reviewed at 4 points during the year by LTLs, SENCO and Senior Leaders at which time provision and intervention may be adjusted to meet identified needs.

As a parent you will normally be informed about your child's general progress and targets through termly tracking reports parents evening and annual report.

If a Pupil continues to have difficulties after intervention or has a high level of difficulty or need when they join us, they may be considered to have special educational needs and placed on the SEN register. Parents will be informed of this.

If a parent has any concern about their child, the first point of contact is the pastoral team.

The Academy complies with the Special Educational Needs Code of Practice (2001). Support will be provided according to individual need - this may include a bespoke curriculum or a range of support, in class support from teaching assistants or provision in small groups, 1:1 or small group withdrawal.

### **Staff Training and Development.**

To ensure all our staff within the Learning Support Department have the skills and knowledge to support the pupils with SEND, there is a programme of ongoing training and professional development both in school and within the Local Authority. Whole school staff training needs are assessed regularly with the appropriate training provided to meet the needs of the pupils.

Recent training has included:

Evac Chair training  
 Team Teach  
 Autism Awareness  
 Dyslexia awareness

ADHD awareness

### **Collaborative Working**

Staff at Hope Academy are committed to working in partnership with outside agencies and works positively and effectively with special needs services and specialist support groups to make sure pupils have access to extensive and appropriate help.

Local Authority services and specialist agencies nominated to meet specific needs that we work with are:

- Learning Support Service
- Educational Psychologist Service
- Physiotherapists
- Occupational Therapists
- Speech & Language Therapists
- Teachers of the Visually impaired - Children's Disability Service
- Teacher of the Deaf - Children's Disability Service
- Specialist Teacher for ASD - (LASCS) Children's Disability Service
- Behaviour Improvement Team
- Changing Lives
- PRU
- Building Futures
- CAMHs
- Parent Partnerships
- Connexions
- Other local Authorities (Wigan and Warrington)
- School Nurse
- TAZ
- Alternative education providers
- Social services
- Young Peoples Drugs Alcohol team

### **Supporting the Pupils Overall Wellbeing**

At Hope Academy pupils wellbeing is paramount to their success. The wellbeing of pupils is supported at different levels and in many ways.

At whole school level we have a behaviour policy, which looks at the rights and responsibilities of the pupils in school. Our school values underpin all that we plan and do at Hope Academy

**Our Values:**



Provide a secure and caring environment in which the dignity and worth of all is recognised and developed.

We aim to:

- Provide a curriculum appropriate to the needs of the pupils.
- Nurture relationships characterised by Christian faith and spirituality.
- Maintain effective pastoral care and welfare for all members of the community.
- Provide a caring and secure environment to all.
- Provide excellent opportunities for staff to continue their professional development.

 **We are unique**

Provide a secure and caring environment in which the dignity and worth of all is recognised and developed. We aim to:

- Recognise and develop the potential of all.
- Develop teaching that focuses on independent learning.
- Challenge our students to aim high and achieve their targets.
- Promote a variety of extra-curricular activities.
- Provide opportunities to engage in vocational and work related activities.
- Enrich and extend learning experiences through developing expertise in new technologies.

 **We have faith**

Nurturing the spiritual growth of our community through personal prayer and collective worship. We aim to:

- Provide opportunities for all to take part in worship and liturgy.
- Create a prayerful atmosphere in school and promote Christian values.
- Support the work of all our parishes
- Maintain and develop our school chapel as a place of worship.



## **We are a family**

Partnership between home, pupils, school and the local and international community.

We aim to:

- Ensure effective communications with home, pupils and the wider community.
- Develop opportunities for involvement in our local parishes and community.
- Promote and active Schools Association.
- Maintain and develop links with our partnership primary schools.
- Encourage pupils to be involved in charity work, community activities and service.



## **We look to the future**

Accepting responsibility for sustaining a viable future for humankind.

We aim to:

- Live within environmental limits.
- Ensure a strong healthy and just society.
- Achieve a sustainable economy.
- Provide good governance.
- Using sound science responsibly.



## **We are outward looking**

Looking outward towards the local Community, Parishes and world we serve. We aim to:

- Promote lifelong learning through offering the provision and opportunity for local adults and our students to access on-going education.
- Promote partnerships and collaborations, working between our local family of schools, colleges, universities and businesses, sharing resources and good practise.

- Extend the range of learning opportunities, experience and context offered to our young people, so as to better meet their needs and aspirations.
- Promote innovation and development in our curriculum provision, resources and approaches to learning to raise the standards across the Academy.

### **Pupils with Behavioural Needs**

Turnaround Base is an on-site Inclusion Base working to support vulnerable young people with behavioural, Emotional and Social issues.

It comprises of 2 units:

- Consequences supports young people on-site who would otherwise have been given a fixed term exclusion. This ensures improved/secured attendance as well as safeguarding the well-being of students who would otherwise have been excluded.
- Choices works with young people on a full time or part time basis who are at risk of exclusion or post exclusion to complete restorative work around the exclusion. Intervention work is completed along with work from lessons to ensure smooth reintegration. SEAL work is completed in group sessions each afternoon.

### **Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Staff have received epipen training.
- There are a number of staff with a basic first aid certificate throughout the Academy
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

### **Extra-curricular activities and Trips**

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate.
- However, if it is deemed that an intensive level of 1:1 support is required TA may be asked to accompany their pupil during the activity.

### **Transition**

We view the transition from Primary to High school as a significant event for the pupils concerned and we try to make this process as smooth as possible for pupils and parents, while ensuring it is informative for all colleagues.

Prospective pupils and parents are encouraged to introduce themselves at the school's September Open Evening. The SEND team also welcome meeting parents and pupils 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. All intake pupils are discussed and information gathered particularly regarding

those pupils with identified SEND. Pupils for whom it is expected that transition could be problematic may be invited to take part in one of our additional Transition groups. This group usually focuses on those pupils whose SEND or raised anxieties levels about transfer are of concern. Pupils who transfer from another school during the school year are usually assessed by SEN 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.

We offer a transition support package with support from Connexions for our pupils in year 11 who are transitioning from KS4 to KS5.

## **The Learning Support Department**

### **Our Faculty Aims**

To promote the inclusion of pupils on the SEND register in the day-to-day life of the school by:

- Supporting their academic, social and emotional progress.
- To raise expectations of staff and pupils.
- To ensure SEN policies and practices are clearly understood by all staff as well as parents.
- To pay regard to the requirements of the Code of Practice (2001).
- To implement the schools SEN policy.

### **Our Faculty Value**

#### **Friendship**

Our value is at the heart of the Learning Support Department. We openly encourage friendship with in year groups and across year groups. We provide pupils with the opportunity to mix with other students in a very calm and relaxed environment. We provide students with group sessions focusing on social skills to increase self-esteem and confidence.

### **Roles & Responsibilities of the special Needs Co-ordinator (SENCO).**

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. Our SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. They regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact our SENCO.



There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IBP	Individual Behaviour Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

At Hope Academy, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in every decision making process. We encourage you to meet or contact with us as often as you feel necessary.

### Contact

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the Pastoral office of your child's year. Where necessary the issue will be passed on to the SENCO.