



## SEN Report

**School Name: Hope Community School**

**School Type: Free School**

### **1. How accessible is the school environment?**

- At Hope Community School the school buildings are fully wheelchair accessible, except from the main playground, however there is an accessible play area outside the KS1 classrooms
- There is a hearing loop in the hall
- There are no visual enhancements
- Both buildings in the Primary School have a ground floor and 1<sup>st</sup> floor. There is a lift available in both buildings. In the event of a fire the lifts cannot be used. There are 4 refuge points on the upper floor with emergency voice communication linked to the main office
- All doorways are at ground level so wheel chair users can easily access all parts of the buildings
- There are double doors and sliding doors in many parts of the buildings to allow easy access for wheel chair users
- There are 3 disabled toilets in the school
- As a school we are happy to discuss individual access requirements

### **2. How are children identified as having Special Educational Needs?**

At Hope Community School we want to ensure that we identify any special educational needs for a child as early as possible. Children are identified as having SEN in a variety of ways and we want to make sure that we take on board the views of the parents, children and staff to inform any decisions that are made. Areas that might trigger further investigation might be:

- Concerns raised by parents/carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem is affecting progress
- A child finds learning difficult
- Child performing well below age related expectations
- Information received from outside agencies and pre-schools e.g. speech and language therapist, Pediatricians

### **3. How are parents and carers supported if they think that their child has SEN?**

- 1) We invite you to speak to class teacher in the first instance

- 2) Further to that an appointment can be made to meet SENCo, Mrs. Brown, where your child's needs will be discussed and recorded
- 3) Mrs. Brown will work with you, your child and their class teacher to identify the child's specific area of need and set individual targets
- 4) Additional support will be given to your child if necessary. This may be additional support from the Class Teacher, Teaching Assistant or Intervention Teacher.
- 5) A date will be set to review of targets and evaluate the progress that has been made towards targets. If targets are not met they will be broken down into smaller steps
- 6) Mrs. Brown will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress
- 7) Any outside agencies involved will advise staff on ways to manage the child's SEN and set new targets
- 8) If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education Health Care Plan.

#### **4. How are parents/carers kept informed about the support the school have put in place?**

We have an open door policy at Hope Community School. Our soft start and soft finish allow parents to develop a good relationship with staff and they are always encouraged to speak to their child's class teacher if there are any concerns. Staff will also approach the parents if they have a concern that a child may have a special educational need. We work closely with children who have SEN and their parents to agree outcomes and how we will all work together towards these, and then to review progress as stated in the point above. We also communicate through termly Parent meetings with the class teacher, using the home learning books to communicate, scheduled phone calls and informal conversations during soft start and soft finish. At any point that a parent has a concern or question they are free to make an appointment to meet the teacher or SENCo.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher, teaching assistant, or intervention teacher. The length of time of the intervention will vary according to need but will generally be for a half term and then reviewed to ascertain the effectiveness of the provision and to inform the planning for the next steps.

These interventions will be recorded on the provision map (this is a record of the interventions, timings, and impact of the intervention) Parents are notified about interventions by the class teacher or SENCo and if you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCo.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Pediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.

After a series of assessments, a programme of support is usually provided to the school and parents/carers.

## **5. How is the curriculum differentiated and matched to a child's needs?**

We offer a broad and balanced curriculum for all children including those with SEN which is planned to meet the needs of every child by tailoring activities to meet different learning styles.

We are committed to encouraging all children to become independent learners and to set high aspirations for themselves in order to reach their full potential and overcome their personal challenges.

We use intervention programmes including Reading Eggs, 1:1 reading, Mathletics and Plus 1.

We offer opportunities for children on the Gifted and Talented Register, including focus group activities.

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. fiddles for concentration, pen/pencils grips, easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher or the SENCo will plan the work of the Teaching Assistants and Learning Support Assistants. All support staff receive internal or external training for the areas of SEN support that they carry out.

## **6. How is progress measured?**

The progress of all children/young people is tracked throughout the school through our assessment programme which is monitored closely by the Headteacher, through pupil progress meetings, which is then reported to the Governors. The SENCO liaises with Class Teachers and interventions are put in place to address specific difficulties.

In addition, for children with SEN we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a

difference and consider the next steps, if appropriate. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Every child in the school has 'next steps' to work towards. If your child is on the SEN register these will be tailored to suit their needs. In addition, small step objectives will be set through Provision Mapping, these objectives will be related specifically to their areas of need e.g. learning, social skills or behaviour. The Provision Mapping is reviewed regularly, a minimum of three times a year. The targets are set by the class teacher and the SENCo and parents will be informed of the additional interventions at Parents Review Days. Parents and the child are encouraged to work together to enable to child to meet these expectations.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an Education Health Care Plan or Statement of SEN, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written.

## **7. How are parents/carers kept informed about their child's progress?**

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception and will continue to track progress up to Year 6 as the school grows, using a variety of different methods including, teacher assessment against the National Curriculum criteria, Development Matters and formal assessments.

Children who are not making expected progress are picked up through Progress meetings with the class teacher and Senior Leadership Team.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

When the Provision Mapping is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the

reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

## **8. How are parents/carers helped to support their child's learning?**

At Hope Community School we value the power that working together with families brings. Therefore we believe that the key to helping your children succeed we like to maintain regular contact about the things that happen in school we do this in a variety of ways including;

- School weekly Newsletter
- Soft Start and Soft Finish
- Reading Records are sent home daily
- Home Learning books
- 'What we've learned' board outside each classroom daily
- Termly Parent meetings to discuss your child's learning, progress and any issues that have arisen.

## **9. How are wellbeing, personal and medical needs supported in school?**

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENCo who will give advice and support and put a plan of action into place. This may involve teaching assistants, intervention teachers, a mentor or the Family Liaison Officer.

### **Children with medical needs**

If a child has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child.

We have trained first aiders and other staff members have a basic knowledge of first aid and the school policy.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, SENCo, designated staff members and first aider to explain our Health and Safety Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

### **Behaviour**

At Hope Community School we have a very positive approach to all types of behaviour with a clear Rewards and Sanctions Policy that is followed by all staff and pupils.

If a child has behavioural difficulties an Individual Behaviour Plan is written alongside the child, teacher and parents to identify the specific issues put relevant support in place and set targets.

As a result of the support we give, we rarely exclude children however we have zero tolerance on physical violence towards staff.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team support will be given to that child to help them form strategies for dealing with the situation again in the future. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve the outcome.

### **Attendance**

Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and reported to the Head teacher.

Where families are struggling with attendance and punctuality we may refer parents to the Family Liaison Officer who will offer advice and strategies to support you to get your children into school on time.

### **10. How do children contribute to the everyday life of the school? How are their views gathered?**

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily, children are encouraged to contribute to lessons
- Teachers will plan circle times where the children are able to contribute opinions and ideas
- We carry out pupil questionnaires to gather ideas and opinions
- Children and staff have positive relationships and the children are encouraged to speak to any member of staff if they have concerns
- The views of children who have additional SEN Support are taken into account when setting targets with the class teacher and SENCo
- Children with Statement of SEN their views will be sought before review meetings.

### **11. What expertise and specialist services are available through the school?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school e.g.

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EITs team
- Speech & Language Therapy
- School Nurse
- Social Care

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team, class teachers and parents.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

## **12. What training do staff receive?**

All staff receive some training related to SEND and the Code of Practice

Our SENCo Mrs. Brown works closely with Jaine Ross (SENCo Advisor) who has been trained in a wide range of SEN including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder,(ADHD), Speech Language and Communication and Social and Emotional Aspects of Learning.

Our Intervention Teachers are trained teachers and have had a wide range of training and experience including training around Intensive Interaction, ADHD and ASD, phonics, writing and maths.

TAs and volunteers have also receive in house training on teaching phonics, working with emerging readers and the interventions specific to our school e.g. reading eggs, Plus 1 and Mathletics.

Our staff have had relevant training directly linked to the individual children who they are supporting. This maybe: using visual strategies, challenging behaviour management etc.

## **13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND included?**

All children and young people are included in activities and trips, following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

Activities and school trips are a very important part of every child's learning experience at Hope Community School.

If a child has a Teaching Assistant he/she will accompany them on the trip

However, if there is no TA and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

#### **14. How are children supported when changing schools or transferring to other education, employment or training?**

We encourage all new children to visit the school before starting and be shown around the school in a welcome visit. For children/young people with SEN we encourage extra transition visits and the SENCO will work closely with the nursery/school from where the child is transferring. A home visit is carried out for our reception children and a visit to preschool settings where SEN has already been identified.

When preparing children to move on from Hope Community School, we will begin to prepare the young people for transition into the next stage of their education by close liaison with secondary schools. Extra transition visits for the most vulnerable pupils and excellent communication with the SENCO of the receiving school. Other ways we plan to support this would be through:

- Social stories with children if transition is potentially going to be difficult
- Arranging additional visits for those children with SEN
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood

#### **15. How are resources matched to a children's needs?**

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of teachers and TA's who deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving TA support or an intervention teacher.

#### **16. How do the school decide how much support is provided?**

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to accelerate learning and bridge the gap to achieve age expected levels. This will be through on-going discussions with parents

#### **How to monitor impact**

- By reviewing children's targets on our Provision Maps and ensuring they are being met



- Analysing whether the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels
- Gathering verbal feedback from the teacher, parent and pupil
- Deciding that the child may move off of the SEN register when they have ‘caught up’ or made sufficient progress

### **17. How are parents and carers involved in discussions and planning?**

- Parents are invited to parent meetings with the class teacher and/or SENCo
- Termly parent meetings
- Parent questionnaires are sent out to express their opinions
- For children with SEN, parents are encouraged to contribute to the evaluations of Provision Map targets
- Where a child has a Statement of SEN regular meetings are held with parents and other professionals to discuss targets needs and ways forward

### **18. How can parents and carers get involved in the school more generally?**

We encourage parents to support their child during soft start and soft finish

- Coffee mornings
- Attend Lovely Hats celebration on a Friday morning
- Attend welcome year group meetings at the start of the year
- We always encourage parents to join our parents group who organise celebrations and special events in the school
- The school office can provide dates of events
- Volunteer to hear readers or support an After School club

### **19. Who can parents/carers contact for further information?**

First point of contact would be your child’s class teacher to share your concerns.

You could also arrange to meet Mrs. Brown our SENCo

Call the School Office on 020 3223 2000 to make an appointment

### **20. How are parents and carers supported to decide whether this is the right school for their child?**

Please contact The Head teacher or the SENCo on 020 3223 2000 to make an appointment

If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please follow the school’s Complaints policy