



## SEN Report /Local Offer

**School Name: Hope Community School, Sidcup, Kent.**

**School Type: Mainstream Free School**

### **What type of school are you, what special educational needs do you cater for?**

We are a mainstream, Free school in Bexley. We have children from Year R to Year 6 and are a single form entry, with capacity for 210 children. The school has a large proportion of children who are entitled to free school meals.

Our school currently includes pupils with SEND (Special Educational Needs and Disability) in the following areas.

- . Autistic Spectrum disorder
- . Speech and language difficulties
- . Medical Needs
- . Social, emotional and behavioral difficulties

We do not have specialist teachers or teaching assistants with specific training in specialized SEN areas. We cater for mainstream children in a class setting through carefully crafted support.

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

- At Hope Community School the school buildings are wheelchair accessible, except for access to and from the main playground, however there is an accessible play area outside the KS1 classrooms
- There is a hearing loop in the hall
- 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
- Both buildings have doorways at ground level so wheel chair users can easily access the building.
- There are double doors and sliding doors in many parts of the buildings to allow access for wheel chair users
- There are 3 disabled toilets in the school
- As a school we are happy to discuss individual access requirements

### **How does your educational setting know if children/ young people need extra help and what do I do if I think my child has special educational needs?**

Children's attainment and progress is continually monitored by class teachers, in discussion with SLT and the SENCO. All children are tracked throughout the school year and are identified as having SEN according to the SEN Code of Practice, which follows the Assess, Plan, Do, Review model of graduated support. We also receive further information from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians to inform our responses.

Any concerns regarding your child's progress and/or attainment can be discussed with their class teacher and /or the SENCO Mrs Austin

### **How do we involve other bodies in meeting children's needs and supporting their families?**

As a school we work closely with any specialist agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- EITs (Early Intervention Team)
- Autism Advisory Service

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 Pupil Progress Meetings with the Senior Leadership Team and class teachers. In order to help understand the child's educational needs better, the psychologist will generally meet with the parents/ guardians and give feedback after an assessment has been completed.

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

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

If you have concerns about your child, we invite you to speak to the class teacher in the first instance. Further to that, an appointment can be made to meet the SENCO, where your child's needs can be discussed. The SENCO will work with you, your child and their class teacher to identify the child's specific area of need and set individual targets or interventions.

Additional support will be given to your child if necessary. This may be additional support from the Class Teacher or a Teaching Assistant. A date will be set to review targets or interventions and evaluate the progress that has been made. If targets are not met, they will be broken down into smaller steps.

The SENCO will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress. Any outside agencies involved will advise staff on ways to

support the child's needs. If there are still concerns about progress, a meeting will be set to discuss an assessment for an Educational Health Care Plan.

### **How are parents/carers consulted and involved in children's education and kept informed about the support the school have put in place?**

Our soft start and soft finish allows 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 parents if they have concerns 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. We communicate through termly Parent meetings with the class teacher. Parent questionnaires enable parents to express their opinions

Where a child has an EHCP annual reviews are held with parents and other professionals to discuss targets, needs and ways forward.

If a pupil has needs relating to more specific areas of their education, such as reading, spelling, handwriting, numeracy and literacy skills then the pupil will be placed in a small focus group. These interventions will be reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a provision map and shared with parents.

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

At any point that a parent has a concern or question, they are able to make an appointment to meet the class teacher or SENCO.

### **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 is to maintain regular contact about the things that happen in school. We do this in a variety of ways including;

- Termly newsletter from your child's teacher detailing what your child will be learning
- School weekly newsletter
- Soft Start and Soft Finish
- Reading records sent home daily
- Termly Parent meetings to discuss your child's learning, progress and any issues that have arisen.

### **How will the education setting support my child/young person? 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.

Planning is differentiated to take into the account the needs of pupils with SEND. Teachers and TA's deliver programmes designed to meet groups of children's needs or to target more specific needs. If needed appropriate specialist equipment may be given to the pupil such as writing slopes, move and sit cushions, timers and pen and pencil grips. Children's progress continues to be tracked throughout school and discussed at pupil progress meetings between staff and SLT.

### **How does the school decide how much and the type of support that is provided?**

Analysis of information on progress and attainment is carried out termly. The class teachers, alongside the SENCO will discuss the child's needs and what support would be appropriate.

If needed, referrals to outside agencies for additional support will be made. Further additional support may be sought via an application for an EHCP (education and Health Care Plan). Any referrals are always made in consultation with the parents.

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 does the school assess and Review children's progress?**

Pupil Progress Meetings are held each half term. This shared discussion between class teacher and SLT may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the class teacher and the SENCO.

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.

If your child is on the SEN register, targets will be set, tailored to suit their needs. In addition, small step objectives will be set through Provision maps, these objectives will be related specifically to their areas of need e.g. learning, social skills or behavior. The Provision Maps are 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 Parent's meetings.

If your child has complex SEND they may have an Education Health Care Plan, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress in the form of an annual review.

We monitor the impact of support by reviewing children's targets on our Provision Maps and ensuring they are being met.

### **How are wellbeing, social and emotional, 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. Our chaplain supports children with their Spiritual well-being while the Family Liaison officer supports families and children with a range of needs. Some children are also offered access to the HUB at lunchtime to support their social and emotional needs. Our curriculum is built on our values which support children in how they should behave towards others and how others should behave towards them.

We have access to a school nurse who may be able to provide advice/ support for children in experiencing medical /emotional difficulties. In the case of more complex needs it may be necessary to consult with a specialist medical professional.

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, the Family Liaison Officer or seeking advice from outside agencies.

### **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.

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 will then sign the agreed arrangements for dispensing medication. It is a parent's responsibility to ensure that any required medication is in school and is in date.

### **Behaviour**

At Hope Community School we have a 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 the class teacher and parents will identify the specific issues and put relevant support in place and set targets to monitor progress. The advice of outside agencies may also be sought.

After any behaviour incident we expect children to reflect on their behaviour with a member of staff. 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 families.

### **How do children contribute to the everyday life of the school? How are their views gathered? How are they involved in their own education?**

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
- If children have an EHCP, their views will be sought before review meetings.

### **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.

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

Our Teachers and have a wide range of training and experience. 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 and Mathletics.

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

All trips are Risk Assessed and there may be individual risk assessments carried out for children with SEND depending upon the nature of their need. If potential risks are identified special provision will be discussed with the parents in order to ensure the safety of their children.

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 specific Teaching Assistant that supports them, he/she will accompany them on the trip.

**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 with SEN we encourage extra transition visits and the SENCO will work closely with the nursery/school from where the child is transferring. Home visits are carried out for our reception children and a visit to preschool settings where SEN has already been identified, will be made.

Transition at any stage is considered carefully. A transition plan may be discussed with professionals who know the child and their parents. Depending on the complexity of need, a part time, graduated induction may be considered. If necessary additional visits to our school may be arranged by the SENCO. All transition arrangements are discussed with the parents.

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 will support our vulnerable pupils. 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
- Liaising 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

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

Parents are encouraged to discuss any concerns regarding their child's attainment or progress at any time. In the case of children with SEND parents may wish to discuss progress with the SENCO who can advise on further support from outside agencies which may be necessary.

EHC Plans are reviewed annually as a matter of course. If it is deemed necessary they may be reviewed at any time. Children are asked to contribute their views as part of the progress and parents are invited to the formal review as well as any key staff involved with their child.

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

- Coffee mornings
- Prayer meetings
- 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
- Volunteer to hear readers or support an After School club

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

The first point of contact should be your child's class teacher to share your concerns.

You could also arrange to meet Mrs. Austin our SENCO

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

For further information about the local authorities local offer can be found at

<http://www.bexleylocaloffer.uk>

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

Please contact The Principle 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

