

Hope Community School Southampton SEND Information Report



Inclusion Statement

- We try hard to achieve maximum inclusion for all children whilst meeting their individual needs.
- Teachers provide differentiated learning materials for all children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- All our teachers are teachers of children with Special Educational Needs and Disabilities (SEND).
- Special educational needs might be an explanation to slower or delayed progress but we want every child to reach their full potential, and we make every effort to narrow the gap in attainment between groups of children with SEND and others.
- English as an additional language is not considered a special educational need and differentiated work and individual learning opportunities are provided for children who are learning English as an additional language.
- We believe all children can learn and make progress and we focus on individual progress as the main indicator of success.
- We endeavour to make a clear difference between under-achievement, often caused by a poor early experience of learning, and special educational needs.

Where pupils are underachieving but do not necessarily have a special educational need, we work hard to catch this and put in place appropriate interventions to help these pupils to catch up. Other pupils will have special educational needs which may lead to lower educational attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes will help ensure the best outcomes for these children.

According to the SEND Code of Practice 2015, a child or young person has a learning difficulty or disability 'if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

We are fully committed to including children with a range of needs, including the areas of need below:

- Learning difficulties
- Communication difficulties
- Autism spectrum

- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

| | What is available for all pupils? | What is targeted support can we offer small groups or individuals? | What is available for individual pupils? |
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| Teaching approaches | <p>All children are taught by qualified teachers and follow the National Curriculum.</p> <p>The school provides quality-first teaching for all children including those with SEND.</p> <p>Regular observations are carried out in the classroom to ensure the quality of teaching.</p> <p>The school regularly monitors your child's progress and attainment. Progress is reviewed termly and if a pupil is not making enough progress an intervention will be put in place.</p> <p>Parents' evenings are held twice a year and an annual written report is sent to parents in the Summer Term.</p> | <p>Small groups or individuals may be supported by the Class Teachers or Teaching Assistants as appropriate.</p> | <p>Learning tasks are differentiated to meet the needs of individual children.</p> <p>There is careful targeting of individual support for pupils with Passports to Success and Education Health Care Plans (EHCPs).</p> <p>EHCPs are reviewed annually through an Annual Review meeting.</p> <p>Interventions are put in place for pupils who are not making good progress.</p> |

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| | <p>Assessment for Learning (AFL) lies at the heart of all teaching to allow the needs of all pupils to be met, informing teachers planning and next steps for learning.</p> | | |
| <p>Learning / curriculum approaches</p> | <p>The children have full access to the National Curriculum.</p> <p>The National Curriculum will be differentiated to take account of the needs of groups and individuals and will be adapted to suit each child's academic and personal development.</p> | <p>Pupils with additional needs are identified in a number of ways: pupil progress meetings, Class Teacher discussions with the SENCo, outside agency, identification through GP and parent discussions with the school.</p> <p>Children are assessed regularly and parents are informed of any concerns regarding their children's progress.</p> <p>Gaps in learning are identified and planning and interventions are adapted to focus on these.</p> <p>Children are supported in small groups and individually in addition to differentiated class work.</p> | <p>The school responds to any concerns raised by parents.</p> <p>The Class Teacher and Special Educational Needs Co-ordinator (SENCo) together may involve outside agencies in order to provide further support and expertise. Parents are always notified at this point.</p> <p>Passports to Success are written and reviewed by the class teacher and shared with the pupils and their parents.</p> <p>Following the advice and ongoing support a specialised programme will be put in place and where necessary Education Health and Care Plans are applied for.</p> |
| <p>Support</p> | <p>Classes have a Teaching Assistant to assist the Class Teacher in ensuring learning needs are met.</p> <p>Instructions are simplified and supported with visual and practical</p> | <p>Regular daily opportunities to access individual and small group work to develop independence are used where appropriate.</p> | <p>Children with SEND in school may also be supported by external agencies and parents are always consulted. Agencies we work with include Speech and Language Therapy, SAOS (Schools Advisory Outreach Service), Education</p> |

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| | <p>learning experiences where possible and beneficial.</p> <p>There is a focus on a creative curriculum, with subjects being taught through topics and real life contexts being used for learning where possible.</p> <p>Visual aids are used in classrooms and during lessons to support children as necessary.</p> <p>Differentiated activities are provided to enable children to work independently.</p> <p>Interventions with Class Teacher and Teaching Assistants take place daily to 'catch up' with learning for some pupils identified through assessment for learning strategies.</p> | | <p>Psychology, CAMHS, NHS, School Nurse.</p> <p>The primary contact for these agencies is the SENCo although Class Teachers and Teaching Assistants are also involved.</p> <p>The Principal monitors Child Protection Issues and Children Looked After Children, where appropriate support is sought from outside agencies.</p> <p>Targets set by outside agencies are carried out by Class Teachers and Teaching Assistants as appropriate.</p> |
| <p>Environmental/physical resources</p> | <p>Hope Community School is an inclusive setting that welcomes all children regardless of their abilities.</p> <p>Reasonable adjustments are made to include all members of the school community.</p> <p>Children are provided with access to a wide range of additional educational</p> | <p>The school is housed in a temporary site. This has been adapted to ensure wheelchair access to both floors of the building: from the Central Hall main entrance by lift to both floors and also through the playground entrance.</p> <p>A range of visual/practical resources are used to support children who may find access to learning more difficult.</p> | <p>The SENCo and Class Teachers work with multi-agencies and outside professionals to support children with disabilities and to provide any specialist equipment, adaptations or training that may be required where necessary.</p> |

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| | experiences and links to the community where possible. | | |
| Behavioural and emotional | <p>Hope Community School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development.</p> <p>The school has a positive behaviour policy, with clear rewards and sanctions.</p> <p>Regular contact by staff with parents is encouraged to avoid escalation of disruptive behaviour.</p> | <p>Where needed the school prepares children for changes and provides support to manage unpredictable events.</p> <p>The Family Liaison Officer provides additional support for parents with parenting skills and linking to outside agency support.</p> <p>The School Chaplain is also available to help with supporting parents.</p> <p>There are opportunities for groups of children to work together to develop team working and social skills.</p> <p>Circle times help to promote and develop:</p> <ul style="list-style-type: none"> - Self-esteem - Friendship groups - Anger management - Behaviour management | <p>The school is committed to developing the whole child and where necessary our staff provide one-to-one support for children who need additional emotional support such as talking and drawing support.</p> <p>Outreach support such as through SAOS or the Education Psychology service is accessed where necessary.</p> <p>Educational Psychologist involvement is accessed where learning appears to be unexplainably slowing.</p> <p>Training for staff in behaviour management techniques are employed where necessary and appropriate.</p> |

Southampton City Council's Local Offer is a website which has been co-produced with parents, professionals and young people and is under continuous development. It is a single place for you to find up to date Information about Services and Support for children and young people with Special Educational Needs and disabilities aged 0-25. All of these services, settings and activities make up Southampton's 'SEND Local Offer'. **It is available at:** <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

The Hope Community SEND Information Report was written taking into account views of Teachers and Governors and allowing the opportunity for parent contribution.

What should you do if you feel that the SEND provision is:

- **Either not being delivered or**
- **Is not meeting your child's needs**

You should contact your child's Class Teacher in the first instance and/or talk to our SENCo (Catherine Bryant) or Principal (Steve Wright).