

**Local Offer: Secondary Settings**

Special Schools

Name of School: Hope High School

School Number: 08/135



HOPE HIGH SCHOOL

LOCAL OFFER

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| **School/Academy Name and Address** | **Hope High School**  **Carfield, Claybrow**  **Skelmersdale,**  **Lancashire**  **WN 9DP** | | | **Telephone**  **Number** | **01695 721066** |
| **Website**  **Address** | **www.hopehighschool.co.uk** |
| **Does the school specialise in meeting the needs of pupils with a particular type of SEN?** | **No** | **Yes** | **If yes, please give details:**  **The school is a Special School catering for the full range of special educational SEMH needs and learning difficulties** | | |
|  | **x** |
| **What age range of pupils does the school cater for?** | **11-16yrs** | | | | |
| **Name and contact details of your school’s SENCO** | Helen Dunbavin – [head@hope.lancs.sch.uk](mailto:head@hope.lancs.sch.uk)  Headteacher  **01695 721066** | | | | |

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| **Name of Person/Job Title** | **Helen Dunbavin - Headteacher** | | |
| **Contact telephone number** | **01695 721066** | **Email** | **head@hope.lancs.sch.uk** |

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| **Please give the URL for the direct link to your school’s Local Offer** | **www.hopehighschool.co.uk** | | |
| **Name** | **Helen Dunbavin** | **Date** | **06/11/2017** |

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| **Accessibility and Inclusion** |
| * How accessible is the school environment?   Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?   * How accessible is your information - including displays, policies and procedures etc.   Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?   * How accessible is the school?   How do you make use of resources such as symbols, pictures and sign graphics to support pupil’s access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that pupils can access them?   * Do you have specialised equipment (eg; ancillary aids or assistive technology?) |
| **What the school provides:**  The school environment is fully accessible to both wheelchair users, ambulant pupils and those who use a variety of mobility equipment. The car park areas maintain disabled parking spaces close to the reception entrance. There are several disabled and standard toilet facilities; serving each department within school. There are disabled changing facilities in the PE department.  School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.  Specialist subject rooms such as ICT suites utilise height adjustable equipment and individual pupil accessibility requirements or needs will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all pupils. . |
| **Teaching and Learning** |
| * What arrangements do you have to identify and assess pupils with SEN? * What additional support can be provided in the classroom? * What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities) * What SEN and disability and awareness training is available to all staff? * What staff specialisms/expertise in SEN and disability do you have? * What ongoing support and development is in place for staff supporting pupils and young people with SEN? * What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams? * How do you share educational progress and outcomes with parents? * What external teaching and learning do you offer? * What arrangements are in place to ensure that support is maintained in "off-site provision"?   What work experience opportunities do you offer? |
| **What the school provides:**  All pupils are admitted to school with a statement of Special Educational Needs/Educational, Health and Care plan). LCC assessment criteria determines the ‘banding’ of individual pupils based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this ‘band’. This links directly to the funding mechanism (Weighted Pupil Number) for each individual pupil and subsequently the budget available to school.  The school operates a personalised approach to each individual pupil by establishing individual educational plans with specific targets set that are reviewed on a termly basis.  A secondary school model is followed in terms of curriculum across the key stages. *(More information can be found on the schools website).* The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of pupils at each key stage. Core subjects are delivered in ability based groups with the more creative subjects delivered in mixed ability year group classes; differentiated to meet the individual needs of all the pupils within a class group. The curriculum allows for progression within subjects and across key stages.  Pupils in years 7 and 8 follow national curriculum subjects.  Pupils in years 9, 10 and 11 are able to have an individual/personalised timetable with subjects and activities to compliment the core subject offer available, supplemented by vocational activities and work related/work experience and careers strands.  Life skills, communication, working toward independence, access to the community and consideration to ‘life after school’ forms an inherent element of curriculum delivery across the whole school.  The school makes use of options choices available to allow experience of externally supported learning opportunities at local colleges and partner schools.  Wherever possible and appropriate, subjects are accredited using nationally recognised accreditation and examination with appropriate adjustments and support as required.  Individual pupil assessment of progress is measured using assertive mentoring. Pupils are assessed each half term. Progress meetings are held with the staff and mentoring sessions with the pupils. Boxall Profiles is a resource for the assessment of children and young people's social, emotional and behavioural development Boxall supports the setting individualised, achievable targets that reinforce target behaviour and skills. .This system tracks each pupils progress identifies each half term if a pupil needs intervention to support academic progress.  Reporting progress takes place formally at annual review, at parents meetings and via a report at the end of each half term.. On a termly basis Personal Education Plans are reviewed and evaluated and new targets set and these are reported to parents and carers. Pupils take part in ‘celebration’ assemblies every Friday*.*  School provides qualified experienced staff who have expertise in working closely with young people and adults who present a wide range of Social Emotional Mental Health difficulties. All staff have training in working with pupils who have autistic spectrum disorder. Each class group’s learning is led by a teacher and supported by teaching assistants. The class ratio is 2:8. Where appropriate individual 1:1 support is offered to allow access to a specific activity or lesson.  Pupils have access to interventions in school, The Learning Resource Centre supports the delivery of the Accelerated Reader intervention scheme and supports pupils to make progress in their reading levels. . All pupils have 1:1 reading sessions throughout the week. They also have access to ‘Pastoral intervention’, this is a nurture intervention. This is supported 1:1 or in small groups. In some cases pupils have 1:1 support throughout the whole school day. All staff undergoes regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN; subject specialisms and other aspects of school e.g. safeguarding, behaviour management, manual handling for example. The Pastoral Team also deliver Duke of Edinburgh bronze and silver awards at Key Stage 4 |

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| **Keeping Pupils Safe** |
| * How and when will risk assessments be done? Who will carry out risk assessments? * What handover arrangements are made at the start and end of the school day? * Do you have parking areas for pick up and drop offs? * What support is offered during breaks and lunchtimes? * How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips) * What are the school arrangements for undertaking risk assessments? * Where can parents find details of policies on anti-bullying? |
| **What the school provides:**  The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual pupils, educational visits etc. They are the responsibility of the Head teacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and Carers wherever appropriate. They are reviewed within appropriate timescales.  The school has a transport drop off and collection plan that highlights where minibuses, taxis the escorts and parents should drop off and collect pupils at the start and end of the day. Members of staff meet and collect individuals at the start of the day at the pupil entrance of the school and direct pupils to their tutor groups. Some pupils also walk into school instead of using transport provided by the local authority.  Pupils Have 15 minutes un-structured lunch-time with peers across their own Key Stage. This allows pupils opportunities to develop their social and interpersonal skills  All policies, guidance and procedures relating to Safeguarding, pupil protection, security, safety and support including behaviour policies, positive handling and anti-bullying are available on the school website or via the school office.  All pupils can access the pastoral team to for support regarding personal, educational or social issues. This also includes nurture groups sessions for building social skills. The pastoral team also provides behaviour support across school and allows drop-in-sessions for pupils who require individualised support. |

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| **Health (including Emotional Health and Wellbeing)** |
| * How do you manage safe keeping and administration of medication * How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan? * What would the school do in the case of a medical emergency * How do you ensure that staff are trained/qualified to deal with a pupil’s particular needs? * Which health or therapy services can pupils access on school premises? |
| **What the school provides:**  The school’s Business Support Manager is in charge of the administration of medication. All medication is kept in a locked cupboard/cabinet. There is a signing in and out system in place and a signing system for administration. The school also has a medication policy which can be accessed on the school website.  In an emergency school staff would refer to the care plan. If necessary ambulances would be called and a member of staff accompany the pupil. Parents would be informed and staff would stay with a pupil until Parents arrived.  All members of staff have training in all areas which includes team teach for physical interventions. We are part of cluster groups which is the West Lancashire where staff attend network meetings and receive training around different areas. We are part of the special needs cluster where senior teachers share good practice and we are also part of LASHTA (Lancashire Headteacher’s Association). The school is part of BESD Federation who share good practice.  Pupils at Hope High School can access various services such as the school nurse who will come to school and visit individual pupils should they request this service. School can also access other services such as speech and language therapy, CAMHS and Occupational Therapy if a pupil’s SEN statement states that a pupil would need it. When pupils are involved with agencies, the school works very closely with them. Pupils have access to a specialist teacher provision who provides targeted specialist literacy and numeracy support for pupils with SpLD, MLD and/or Dyslexia. |

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| **Communication with Parents** |
| * How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their pupil/young person? * How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy? * How do you keep parents updated with their pupil/young person’s progress? * Do you offer Open Days? * How can parents give feedback to the school? |
| **What the school provides:**  A full staffing structure of the school is available via the website or within the school prospectus.  Each pupil has a key worker. Parents are sent information with named contacts for pupils and the details relating to contacting them. Staff are very flexible when they make contact with parents/carers, if they are not available then they will return calls as soon as possible.  Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.  For information about keeping up to date with progress refer to the section on Teaching and Learning.  School seeks parents views and feedback anecdotally, through annual questionnaires, annual review parent advices and signpost to the OFSTED parent view website.  All pupils and their families prior to admission are encouraged to have had a  ‘Without Prejudice Visit’ to view the school and gain information followed by 4  ‘Taster’ days.  All September admissions will have had transition visits in the term before the  Summer holiday to become familiar with staff, other peers and their environment.  Home visits are also encouraged to promote a positive working relationship  with parents. Those joining mid-year, also have the opportunity of 4 days  transition visits to aid the transition process from one school another.Each term, parents/carers are invited into school for academic progress meetings  where the parents and carers have the opportunity to speak to teachers and  supporting staff about their child’s progress both academically and socially/behaviourally. |

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| **Working Together** |
| * What opportunities do you offer for pupils to have their say? e.g. school council * What opportunities are there for parents to have their say about their pupil’s education? * What opportunities are there for parents to get involved in the life of the school or become school governors? * How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups) * How do home/school contracts/agreements support pupils with SEN and their families? |
| **What the school provides:**  We have a school council with representation from each class voted for by the pupils in that class. The council meets once every half term and is facilitated by a member of senior staff.  Pupils complete a questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete.  Pupils actively participate in the annual review process by completing their own advice form and they give their own views of their progress  Through the Assertive Mentoring system, pupil mentoring sessions are held, 1:1 between key worker and mentee each half term. This provides an opportunity for pupils to discuss their progress, targets, what support they employ and any other needs or issues that may arise for them throughout the school day. Here strategies and plans are set and by both parties.  Parents are consulted at annual review, parents evening and via questionnaires. As well as informal discussions whenever they may contact school.  Parents hold several places on the Governing Body of the school and parents have acted as volunteers in school for aspects of work or to support activities.  The school acts as a central point to hold parent partnership meetings and the school hold its own parent engagement meetings facilitated by the member of staff responsible for parent and family liaison.  The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc in order to support an individual pupil as required.  There is a home school agreement in place all parents and pupils are asked to sign it in September or when they start at Hope High School. . Parents and pupils are asked to sign an ICT agreement to in regard to pupils use of school computers.  When a pupil is in year 9, they have access to a Wellbeing Prevention Early Help Service/Young People’s Service Personal Adviser who will attend transition meetings and work with individual pupils on their transition plans and support with college applications. The personal adviser will give pupils information on youth groups and the personal adviser will make sure that all college applications are completed correctly. |

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| **What Help and Support is available for the Family?** |
| * Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? * What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this? * How does the school help parents with travel plans to get their son/daughter to and from school? |
| **What the school provides:**  If the school is asked, admin support staff will aid families in completing paperwork or direct it to the most appropriate person to help and support. Parents can simply ask for that help.  A member of staff has responsibility for transition arrangements at key points in a pupil’s school life. The systems in place are followed by staff.  Wellbeing Prevention Early Help Service has a statutory responsibility to support pupils and families of young people with SEN at key points in transition and LCC transitions team will work with the most complex Pupils 14+.  LCC will determine via their transport policy whether a pupil is entitled to home school transport. School has a staff member with responsibility for parent/family liaison and they can offer or signpost support and advice to parents/carers and family. |
| **Transition from Primary School and School Leavers** |
| * What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) * What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) * What advice/support do you offer young people and their parents about preparing for adulthood? * What advice/support do you offer young people and their parents about higher education, employment, independent living and participation? |
| **What the school provides:**  Once it is identified that a Y6 pupil is transferring to our school, we offer a transition process throughout the summer term. We encourage pupils to attend full transition days across a four week period where they can meet other pupils joining us, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.  We work very closely with the parent partnership service to Arrange “without prejudice visits” and to ensure that this school can meet the pupil’s needs.  Before pupils transition to this school in September, members of staff will make telephone calls to the pupil’s primary school to gain an insight into their needs. We would also go to the pupil’s primary school and visit the pupil  In order to build up a rapport with them. We also undertake home visits with the pupil’s  parents to get to know their families.  Similarly at Y11, pupils are supported with applications and interviews for college by staff and outside agencies.  Those pupils in their final year of schooling will have a timetable and curriculum that focuses in part on the next steps and life beyond school, for example, Work Skills sessions. They will have experienced the range of options open to them with support from staff.  Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings etc. and IAG events takes place as part of the school calendar.  School is supported in the transition process by Wellbeing Prevention and Early Help and LCC transitions team and Parent Partnership Service |

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| **Extra-Curricular Activities** |
| * Do you offer school holiday and/or before and after school provision? If yes, please give details. * What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? * How do you make sure clubs, activities and residential trips are inclusive? * How do you help pupils and young people to make friends? |
| **What the school provides:**  The school provide breakfast every morning for all pupils.  We aim to run at least one residential experience per Key Stage each year and these have been fully inclusive activity holidays in the Lake District, camping, mainly outdoor activities.  School has a charging and remissions policy, which seeks contributions for payments from parents, though all trips and residential activities are heavily subsidised through school or via fund raising.  All activities and trips follow the ethos of the school and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience.  We have a whole school ethos towards positive peer relationships and helping pupils to make and sustain friendships. Staff support the development of appropriate friendships through daily guidance and in class support. Staff also hold group sessions in the nurture and pastoral rooms to build up social communication/skills and emotional wellbeing. |