

## SEN Information Report for Hopespring Schools

<b>Executive Head Teacher</b>	<b>Jake Vart</b>
<b>SENCo</b>	<b>Johanna Butler   Cassy Nichols</b>

### Contents

1. Introduction
2. FAQs

### 1. Introduction

Hopespring makes provision for the following kinds of special educational needs:

- Cognition and Learning;
- Communications and Interaction;
- Social, Emotional and Mental Health;
- Sensory and/or Physical.

Admission to the school is not based on any prior learning or attainment, nor is it limited to any specific requirements other than age. The school expects to admit students from a range of backgrounds, with a range of special educational needs alongside students without any recognised specific needs.

However, the school does recognise that there are limitations to the quality of provision it could offer to students with some difficulties. For this reason, the school will not usually admit an individual with a Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD), or a Multi-sensory Impairment (MSI).

Furthermore, young people for whom group settings will predictably cause substantial distress will not usually be admitted at Hopespring.

Primarily, our aim is to meet the needs of young people with SEMH, and employ a therapeutic model which aims to help nurture and equip our young people with a tool kit for life.

## 2. FAQs

### How do you identify and assess special educational needs?

As our students are not able to attend mainstream educational provision, it is reasonable to assume that they have special educational needs, whether these have been labelled as such or not. We use a graduated approach to identify and assess a young person's needs. The approach used is outlined in the SEN Policy.

Within our team we have qualified counsellors and a speech and language therapist. We also have access to psychological and psychiatric support.

### How do you involve students and their parents/carers in their education?

At Hopespring, we place a high value on the involvement of our students and their parents/carers. It is important to us that goals and progress are meaningful to our young people and supports them in preparing for their lives beyond their time at Hopespring. We do this through collaboratively writing our students' plans with key stakeholders. Whilst all our students have Individual Learning Plans which sit within their Student Record, there are two types of plan a student can have: Special Educational Needs Support Plan (SEN Support), or an Education Health and Care Plan (EHCP).

Termly, we audit parent/carer and student views through written surveys and interviews, and implement appropriate improvements and changes that come from feedback. These surveys are also available on our website and can be accessed any time.

### How do you track student progress?

Our students' progress is tracked using the Individual Learning Plans (ILPs) and student records. Students can review their ILPs weekly with their key worker, and score how well they think they are progressing each week. At the end of term, the student and their parent/carer receive a report

that outlines their academic progress and the Individual Learning Plan. This progress is mapped onto the EHCP or SEN support plan as appropriate for scheduled review.

### How do you evaluate the effectiveness of Hopespring's provision?

We regularly review progress with students, and receive feedback from parents/carers to ensure that we are able to measure Hopespring's effectiveness in meeting the needs of students with SEN. We also audit students' post 16 destinations and value the feedback from referring agencies on how we can best support that transition.

### How do you support students when it is time to move on from Hopespring?

We think about a student's transition into further education or employment with training throughout the time that they are on roll. In practice, this involves engaging students in lessons around career opportunities, helping them to imagine what they could achieve or do, supporting them to get the qualifications they need for the next step, and importantly developing an emotional regulation tool box to help prepare them for adulthood. Please see the Relationship and Behaviour Management Policy for further information.

### How do you teach students with SEN and help them access the curriculum?

Each student has a Student Record. This outlines important information about a student, how they learn best and how to best support them with their learning as well as outlining a student's goals. Each student we admit is treated as an individual and their individual learning needs are assessed and accounted for.

### How do staff know how best to support students with SEN?

Staff regularly engage in continuing professional development. There are annual staff training

weeks focused on understanding and working with the emotional needs of young people; termly staff training, with guest speakers covering specific areas of need, for example communication and interaction, or mental health needs; and weekly staff training sessions, which cover arising issues and updates. See Reasonable Adjustments and Special Considerations Policy for further information.

#### **What facilities and equipment do you have to support students with special educational needs and/ or disabilities?**

The buildings have disabled and wheelchair access. Please see the Accessibility Plan for further information on how we ensure that the setting and facilities are accessible for students with SEN.

#### **How do you ensure the inclusivity of those with SEN?**

Meeting the emotional and social developmental needs of our students is a priority for Hopespring as we believe the development in these areas is a key tool for preparation for adulthood. We do this through integrating social and team building aspects to the timetable, as well as ensuring timetables are personalised to maximise access to the range of activities available to our students without their SEN causing them hindrance in being able to engage in activities. Please see our Anti Bullying Policy for further information on how we put in measures to prevent bullying.

#### **How does Hopespring engage with other agencies to support Special Educational Needs?**

Hopespring work collaboratively with Local Authorities and referring schools upon receiving referrals to ensure that we are the best fit for a young person and able to meet their needs. Likewise, Hopespring work collaboratively with the local authorities and education providers to ensure SEN is supported in transition into Post16 provision. Hopespring are in regular contact with the local authority SEND teams and attend training and SEND updates from the local authorities where necessary. Hopespring work with the health care bodies locally, and ensure that a young person is supported to access CAMHS, and other health care services. Hopespring are committed

to attending and engaging with multi-agency meetings as applicable to each individual young person.

#### **What would someone do if they felt they had concerns or wanted to make a complaint about how a student with SEN is supported?**

Leadership at Hopespring respond to any complaints made with a commitment to understand the perspectives of others. Further information can be found in the Complaints Procedure. This is displayed within the schools and on the website. For further information on this or to raise a concern, please get in touch with one or more of:

- Jacob Vart, Executive Head Teacher, [jacob.vart@hopespringeducation.org.uk](mailto:jacob.vart@hopespringeducation.org.uk)
- Johanna Butler, SENCo, [johanna.butler@hopespringeducation.org.uk](mailto:johanna.butler@hopespringeducation.org.uk)
- Cassy Nichols, SENCo, [cassy.nichols@hopespringeducation.org.uk](mailto:cassy.nichols@hopespringeducation.org.uk)

#### **Where is further information about SEN?**

The local authority where a student lives, has further information about how they support Special Educational Needs, they are supported by SEN caseworkers who will be able to provide further information about the local offer. Hopespring work within that local offer in supporting the local authority to meet the needs of students who have SEMH and need therapeutic support within their education.

Visit the Independent Advisor of Special Education Advice (IPSEA) <https://www.ipsea.org.uk/> for further information in supporting students with SEN.

## **Addendum 1: Hopespring Sunderland 10 Sea View particulars (if applicable)**

Below is a list of the local authorities in the area and where to find their Local Offer:

Gateshead [click here](#)

Newcastle Upon Tyne [click here](#)

Northumberland [click here](#)

North Tyneside [click here](#)

Sunderland (Together for Children) [click here](#)

## **Addendum 2: Hopespring Sunderland Millfield particulars (if applicable)**



Last updated: August 2023  
Approved by management committee: August 2023  
Review due: August 2024

### **Addendum 3: Hopespring Newcastle particulars (if applicable)**