



The Hundred of Hoo Academy

The Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families within an individual school setting and is law from 1st September 2014.

The Medway framework will allow the Local Offer to provide parents//carers with information about how to access services in their area, and what they can expect from those services. With regards to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

The Hundred of Hoo Academy SEN Local Offer

The Academy aims to give every pupil the opportunity to develop his/her full potential. It recognises that all pupils have their own particular need and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

How does the Hundred of Hoo Academy identify children who need extra help?

If a teacher or parent/carer believes that there may be a difficulty which has not been previously identified, they can speak to the SENCO by appointment. The SENCO will then examine the most recent learning data, speak to all of the relevant staff and may undertake or commission additional assessments/ investigations. The views of parents and carers are important to us and vital to this process.

We may intervene if:

- pupils display significantly greater learning difficulties than the rest of their peer group or less than expected progress
- have communication and/or interaction difficulties
- experience difficulty with cognition and learning
- they display sensory or physical difficulties
- display persistent emotional well-being concerns (mental health), or social difficulties and have failed to respond to the academies intervention strategies

How will The Hundred of Hoo Academy support my child?

Academy staff will undertake any necessary professional development to deliver Quality First teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The Senior Vice Principal for Behaviour and Wellbeing and the Director of Inclusion are involved in ensuring that the setting is appropriate to meet both ability and need. They also ensure that the support staff and specialist resources are deployed appropriately and that interventions impact positively on pupils' outcomes and development.



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- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. A pupil can be identified as SEN if they do not make adequate progress once they have had all their interventions/adjustments that are naturally part of high quality personalised learning.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN, in order to meet needs and abilities in the mainstream setting.
- The Academy systemically monitors the quality of teaching for all of its pupils, including those at risk of underachievement. This includes reviewing and where necessary, developing teachers' understanding of strategies to identify and support vulnerable pupils and broadening their knowledge of the SEN most frequently encountered.
- Both pupils and parents will be included in discussions to improve differentiation and progress by teachers and before entry on the register by the SENCO.
- When high quality teaching with appropriate differentiation has been put in place but no discernible improvement has been made, the class teacher and the SENCO will consider all of the information gathered in the school on the pupil's progress, alongside national data and expectations of progress in order to identify any SEN and add the pupil to the SEN register.
- For assessing high levels of need the school's SENCO will draw on more specialised assessments from external agencies and professionals to ensure needs are accurately assessed.
- Regular pupil progress meetings are held to review and respond to any concerns regarding progress, attendance and attitudes to learning. The Inclusion team hold a fortnightly meeting for Key Stage 4 to discuss what interventions can be put in place to support progress and achievement.
- Subject and pastoral staff report and present pupil's progress termly, to the Senior Leadership Team and Governing Body, who will have a particular focus on progress of SEN for pupils and hold staff to account underperformance.
- Members of the College Team or the SENCO are available to meet parents/carers by appointment. We never assume that 'one size fits all' and will always aim to be as flexible as possible in ensuring bespoke provision where needs warrant.

How will the curriculum be matched to my child's needs?

- Class teachers will differentiate work for all pupils taking into account their individual needs, including those pupils who are gifted and talented as well as those whose learning may need significant support to facilitate progress.
- In certain pathways a small number of identified pupils in key stage 4 may have access to external providers who are partners in the delivery of a vocational curriculum designed to enhance employability skills. Supported work experience may be a component of this.
- The St Werburgh Centre delivers a curriculum designed to accelerate the independent living and social and emotional skills of its pupils, aspects of this service may be also available to some mainstream pupils whose needs are compatible.
- In order to maximise attainment in external examinations, we liaise regularly with examination boards to implement appropriate access arrangements, as identified by pupils' teachers.

How will I know how my child is doing? How will the school help me to support my child's learning?



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- Parents and carers will receive reports informing them of their child's progress, attendance, attitude to learning and completion of homework.
- For pupils on the SEN register there will be three opportunities to meet if required as part of the Assess, Plan, Do, Review cycle.
- Parents of pupils with an EHCP will be invited to be involved in decisions regarding the level of provision in place for their child.
- There are opportunities to meet with Senior Leaders weekly through drop in sessions as well as pastoral and teaching staff by appointment.
- Parents and carers will have the opportunity to meet class teachers at Parents' Evening, meet the form tutor for year 7 and 12 and subject leaders at year 9 and 11 Futures' Evenings. There will also be termly coffee mornings and SLT drop in sessions. For those pupils entitled to SEN support the Academy will offer additional opportunities to meet the SENCO and other appropriate staff throughout the year.
- Your child's form tutor is the most consistent and stable point of contact. Contact can be made via the college office .
- The Academy is structured into three colleges with their own dedicated pastoral teams who support pupils and their families on a day to day basis and can respond to most routine concerns or enquiries that parents may raise.

What support will there be for my child's overall well-being?

- The form tutor is generally the child's most consistent point of contact. The college teams are also available to provide updates on pupil's individual wellbeing and can be met by appointment.
- The Academy is structured into three colleges with their own dedicated pastoral support team who support pupils and their families on a day to day basis and can respond to most routine concerns or enquiries including any medical conditions.
- In addition the Academy is fortunate to benefit from an enhanced team of support under the auspices of the Pupil Support Team. This team, led by the Senior Vice Principal for Behaviour and Wellbeing comprises of:

Assistant Principal: Director of Inclusion
Inclusion and Wellbeing Lead
Head of St Werburgh Centre
Secondary SENCO
Primary SENCO
Mental Health Coordinator
Safeguarding Support Officer
Home School Support Worker
St Werburgh Centre and staff
Engagement and Wellbeing Coordinator
Pastoral Support Managers
Social Skills and Dog Therapy



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- Where necessary or by request, support can be coordinated via Early Help.
- Pupils with a diagnosis of ASD and have an EHCP, whether in the St Werburgh Centre or in mainstream, have access to specialist support via the St Werburgh Team.

What specialist services and expertise are available for access at or by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Marlborough Outreach Team
- Fortis Outreach
- Early Help
- NELFT
- Medway Children and Young Persons' Wellbeing Service
- AAP (Attendance Advisory Practitioner)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual impairment
- PAT (Physical Advisory Teachers) to support the disabled pupils in school
- Medway Inclusion Team
- Social Services
- The Owl Centre (Speech and Language Therapy/Occupational Therapy)
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Medway Community Healthcare (Paediatricians)
- School Nurse
- Educational Psychologist
- Open Road

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils 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 generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and resolutions for a pupil's difficulties. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training have the staff supporting young people had?

- The Primary SENCO with responsibility for SEND holds the National Award for SEN Coordination.
- The Secondary SENCO with responsibility for SEND holds the National Award for SEN Coordination.
- The Head of the St Werburgh Centre holds the National Award for SEN Coordination.
- The Deputy Head of the St Werburgh Centre holds the National Award for SEN Coordination.

- All staff are trained regularly in all aspects of SEND/Inclusion either via the Pupil Support Team or other partners e.g. Educational Psychologist and Trust Partners. Marlborough Outreach and also



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Fortist Outreach bring enhanced expertise to young people across The Hundred of Hoo and other Academies in the Trust.

- Planning for the progress and support of SEND pupils is a focus of all staff induction and our ECT and ITT programme. A folder with SEND information is also available for any supply or short term staff who may be working with our pupils. Support, provision and outcomes for pupils with SEND is an explicit focus for all staff as part of the 6 weekly data trawl and lesson observations. This has proved to be an effective means of evaluating the impact of training.

How will you help me to support my child's learning?

- We welcome the support and involvement of parents in their children's learning. Parent/carer liaison is routinely managed through the pupil planner/contact book. Parents/carers are encouraged to contact staff directly by telephone or by e-mail. There are also other learning events which are tailored to meet the needs of individual pupils, e.g. Maths and English booster sessions.
- All staff are expected to be flexible in their liaison with parents to ensure that the appropriate support is in place for pupils both at home and in the Academy.

How will I be involved in discussions and planning for my child's education?

- We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where pupils have SEND their transition is usually extended, enhanced and bespoke the aim is to involve parents as a source of expertise around the needs of their child.
- There are regular opportunities to engage with the subject, pastoral and the pupil support team to review progress and set new targets. There will also be other opportunities to discuss your child's learning during annual reviews and SEN support reviews.
- Parents and carers are represented on the governing body; there is a thriving forum for the parents of pupils with ASD and a PTA for primary pupils. There are often parent consultation documents attached to the school web-site in respect of particular issues.

How will my child be included in activities outside the classroom including academy trips?

- We actively seek to ensure that all pupils are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the impact of the activity on all the young people who are participating. Trips are regularly used as rewards, to enhance social skills or subject knowledge and viewed as a valuable element of the curriculum.

How accessible is the school environment?

- Although some curriculum areas are placed over 2 floors, it is possible to ensure curriculum delivery on the ground floor. There are disabled toilets in key areas of the Academy. There are also accessible changing facilities within the PE department. Ramps are strategically placed across the Academy. However, the site is large and access to some areas can be challenging.



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Historically, we have deployed teaching assistants to facilitate mobility and access across the site.

- The site is very clearly signposted and there are visual timetables for pupils who need them. Teachers are accustomed to utilising technology to enhance the visual and auditory environment and bespoke arrangements can be implemented where appropriate.
- In order to facilitate good communication with parents whose first language is not English, we have compiled a register of staff who are proficient in other languages and are able to interpret meetings. Where there are still gaps, we access interpreters through the Trust, wider community or local authority.

How will the school prepare and support my child when joining The Hundred of Hoo Academy or transferring to a new school or next stage of education?

- We aim to ensure that transitions are positive and we will adjust the transition process to meet individual needs. Where appropriate other agencies are invited to support the process. Transition points are key stage 2 to 3, key stage 4 to 5 and key stage 5 to further education. We are always guided by the views of parents/carers and aim to ensure that the transition is a positive experience for them as well as the young person.
- On entry and other points of transition, the Academy liaises closely with primary schools and other providers to ensure that our information is up to date and relevant. Where it is necessary, highly individualised arrangements can be put in place for pupils who may be vulnerable over this period. Detailed plans and interventions will already be in place for young people whose needs are already identified upon entry. The Academy is committed to ensuring that parents/carers and pupils are fully involved in ensuring the correct level of support is provided, maintained and reviewed for its pupils with identified special educational needs.
- The Academy will make every effort to put in place the correct level of support prior to the pupil starting school. Meetings are held between the previous or receiving schools prior to the pupil joining/leaving. There are opportunities for meetings with parents or new year 7 pupils with SEN to discuss the needs of their son/daughter prior to joining the Academy.
- Additional visits are arranged for pupils with SEN who need extra time in their new school. Members of the Key Stage 3 Team visit new year 7 pupils prior to them joining the Academy. Where appropriate the SENCO does an additional visit to discuss SEN needs and attends Annual reviews of all year 6 pupils with an EHCP. The SENCO will attend In School Reviews of feeder schools in term 6 where appropriate.

How are the school's resources allocated and matched to children's special educational needs?

- We regularly review and update whole school groups and individual provision maps. These are costed and evaluated for impact, value for money and the efficient deployment of resources.
- The Academy has a team of TAs who are timetabled to support pupils with the most complex needs.

How is the decision made about how much support my child will receive?



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- A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a young person has an Education Health and Care Plan, we always ensure that statutory requirements are met. We also seek and follow guidance from other professionals working with the child/family and take on board the wishes and feelings of the young person and parents/carers. Parents and carers are involved and informed where planning interventions and are involved about the impact and outcomes of support.
- For pupils who require SEN support, classroom teachers will work alongside the SENCO if a child is not making progress, despite targeted intervention. The support necessary will take in to account:
 - the teacher's assessment and experience of the pupil
 - information on progress, attainment and behaviour
 - their individual development in comparison to their peers
 - views and experience of the child and parents
 - any advice from external agencies

Who can I contact for further information?

- Mr L Webb – Assistant Principal: Director of Inclusion lee.webb@hundredofhooacademy.org.uk
- Ms S Doyle - Secondary SENCO sarah.doyle@hundredofhooacademy.org.uk
- Mr H Patterson - Primary SENCO harry.patterson@hundredofhooacademy.org.uk
- The SEN department can be contacted throughout the course of the day by ringing the Academy directly: 01634 251443

Glossary of frequently used SEN terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LEA	Local Education Authority
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment