



## FAMILIES FIRST QUALITY AWARD

ORGANISATION/SERVICE ASSESSED

**HOPE WOOD ACADEMY**

PREPARED BY

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# 1. INTRODUCTION AND BACKGROUND

Hope Wood Academy is part of the Ascent Academies' Trust. The Academy provides specialist education for students, aged between 2 and 19, who have a range of special educational needs and/or disabilities. These may include moderate learning difficulties, profound and multiple learning difficulties, autism, and sensory impairment. Student needs may relate to communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical requirements. In addition, many students live in areas of high deprivation – typically 70% are eligible for Pupil Premium funding. 225 students aged between 2 and 19 were on roll in Autumn, 2022. The sixth form is based at a separate site. The majority of students live in the County Durham Local Authority area, and a small number live in adjacent areas such as Sunderland and Stockton-on-Tees.

Being a specialist education provision, places are confirmed by the Local Authority. All students join Hope Wood Academy with an Education, Health and Care Plan (EHCP) already in place. This is regularly reviewed, in partnership with parents/carers and other professionals, and a range of methods are used, which may include symbols, touch and music, to identify the views, concerns, needs and aspirations of students.

The accessible and comprehensive Hope Wood Academy website includes dedicated website pages, which provide information on the curriculum followed by students. All students at the school have learning objectives tailored around their EHCP, and their individual needs. These are produced and reviewed in consultation with parents/carers and other professionals, and support teachers to create appropriate learning environments, to identify specific areas of need, and to design informed class timetables. Learning provision for the school's four learning pathways have been devised to inform individual student plans. A student may require elements of two pathways, or move between pathways during their time at the Academy. The provision determined in the EHCP informs each student's pathway.

The Hope Wood Academy Mission, Motto, Values and Vision are published on the website. This information aims to share the purpose of the Academy, what it aims to achieve, and its ethos.

Mission:

'To provide a welcoming and purposeful environment where young people can flourish because their rights, needs, and aspirations are met.'

Motto:

'Learning together for lifelong success.'

Values:

'Our values are at the heart of our school family.'

- Honesty
- Integrity
- Kindness

We find our values provide our anchor for who we strive to be in our daily interactions with others, our values are shared by our young people and by our team of dedicated professionals.'

Vision:

'High levels of collaboration ensure the very best possible range of learning opportunities are provided for our young people.'

Well-planned, sequenced and precision teaching leads to students making very good progress in all aspects of their learning.

High levels of engagement with families lead to highly effective partnership which students benefit from through their learning.

Students are able to clearly communicate their needs, wants and opinions in a communication style that meets individual needs and ensures their voice is heard.

All students leave Hope Wood Academy most effectively prepared for the next stages of their life.

Students actively engage in their local community, becoming agents of change and ambassadors for the SEND community.'

The above approaches are reflected in the systems, procedures, activities and resources in place at Hope Wood Academy, which are used to empower parents/carers to be able to support their child's readiness and

capacity to thrive and maximise their educational achievements. The parent voice is seen as key to the media they can choose to use to support their children's wellbeing, learning and development. A wide range of opportunities are provided for parents/carers to explore and identify family needs and access and benefit from relevant help to ensure needs are met. Starting with transition support, and throughout their child's time as a student at Hope Wood Academy, parents/carers are provided with access to the ClassDojo and Evidence for Learning two-way communication platforms, used routinely to share learning in the classroom, in the community and at home, through the provision of photos, videos and messages. These systems can also be used by parents/carers to access support, for example, so that parents/carers can mirror teacher-modelled approaches, which help their child's wellbeing, learning and development.

A dedicated Family Liaison and Attendance Officer works closely with parents/carers who require additional, in-depth information, advice and assistance to help their family to overcome barriers to engagement and learning at Hope Wood Academy. Resourced through Pupil Premium funding, the post-holder's line manager is Head of Pastoral Care, the designated SENDCo, and is a member of the Senior Leadership Team. Robust reporting arrangements are in place, and student progress is reviewed at regular Pastoral Team and Local Accountability Board meetings. In addition to safeguarding and child protection, the Pastoral Team focuses on areas such as promoting and facilitating school attendance, ensuring physical, medical, housing, finance and transport needs are met, supporting family wellbeing, and meeting sensory, behavioural and communication needs. The Family Liaison and Attendance Officer has built very effective relationships with a wide range of partner organisations, and makes and follows up referrals to meet these identified needs.

The Academy team operates an open door policy. Senior leaders, teaching staff and the Family Liaison and Attendance Officer maintain a visible presence at the school gates, as parents/carers bring their children into school. Most families live at a distance from the Academy, and so parents/carers are also encouraged to telephone, email and message the Academy via the online communication platforms used by the team. As part of transition arrangements into the Academy, parents/carers are informed about the roles of the Pastoral Team, and meet the Family Liaison and Attendance Officer. They also learn about the range of media they can use to keep in touch with teachers. They are encouraged to make contact if they have any questions or needs to address. One-to-one meetings with parents/carers are also made available at the Academy, in the community or via home visits. This means that emerging needs are picked up and support is put into place. Parents/carers are contacted by telephone at least every two weeks to discuss progress and to identify any family needs. Examples of support provided include referrals to the Academy's community speech and language therapist and occupational therapist, as well as help with applications for grants and funding. Referrals for mental health support for parents/carers, and for respite care are also made.

Key partners interviewed reported:

"The Hope Wood Academy team shows a real willingness to involve parents/carers. There is a commitment from the top to ensure effective communication is in place. Timely support is arranged if a family needs help. For example, the involvement of the Academy chef to help overcome eating and drinking difficulties, and arranging Picture Exchange Communication System (PECS) and communication boards sessions in school and at home. Home visits are made to trial new approaches which work for both the young person and their parents/carers."

"The team at Hope Wood Academy always follow safeguarding procedures. They get in touch if there is a safeguarding issue and manage these well with families. They ensure parents understand the process, they resolve queries and provide reassurance."

"The Hope Wood staff team celebrates success with parents/carers and their children, and work together with them to identify support needed to maintain this. A parent was not engaging with EHCP reviews, they arranged outreach support which resolved this. Complex needs are supported. The team always listens carefully to parents/carers and ensures relevant support is in place."

Where a family has complex needs, calls may be made on a daily basis to parents/carers to review and evaluate support and referrals made, and strategies and support provided are adapted as required. Celebration of learning events, parental engagement and family learning sessions were reported as highly-valued by parents/carers, who referred to these as not only providing opportunities to meet other parents/carers to share approaches to supporting their child's wellbeing and learning, but also enabling them to learn more about sources of support both within and external to the Academy. The informal nature of these and other events

scheduled for families, mean that they feel comfortable to raise and discuss their needs and concerns at the time that these arise.

In addition to the Academy website, the two-way communication platforms, and newsletters, a dedicated Facebook page is also used to celebrate success, to share information with parents/carers about upcoming events, Local Offer-related activities, and sources of support and advice. Facebook was recently used by the Trust to provide a link to a video outlining key objectives included in the newly-drafted Strategic Plan. Parents/carers were invited to provide feedback on this. Hope Wood celebrates student achievements with families, shares information about learning, and seeks feedback from parents/carers to inform future objectives, targets and plans.

Targets and goals are set by the class team and are shared with parents/carers at parents evenings, in one-to-one meetings and at the EHCP reviews. Attendance at reviews can also be accessed remotely, if necessary. This has increased the engagement of parents/carers and other professionals with the Academy team. Parents/carers and students are encouraged to share their perspectives with their class teacher. This information is used to inform revised plans. All students have a Pastoral Plan, which identifies strategies used to support them when they are dysregulated, identifying the triggers to these feelings, and what to do to help them recover. This also contains a risk assessment, taking into consideration health and safety requirements. Pastoral Plans are updated termly and shared with parents/carers to ensure that they are part of the discussion when strategies need to be implemented or changed.

Parents/carers interviewed reported that their views are sought and valued in supporting their children's readiness for learning at Hope Wood Academy, and that they are actively encouraged to work together with the staff team to overcome barriers to classroom engagement and achievement:

"Communication is excellent at Hope Wood. I had an online chat with the Head of the Academy during Covid, and they lead on meetings with me and other agencies. They always take time to listen, are open to my suggestions, and adjustments are agreed with me. The ClassDojo is really helpful, as my child can't tell me what they are doing. I am now invited to join my child in class again each half-term, post-Covid. This gives me the opportunity to see what they are learning, and activities they are involved in. It's really good, because I can chat informally then with my child's teacher if I have any questions."

"Transition into Hope Wood was brilliant. A member of staff went out to my child's nursery beforehand. Then I visited the Academy. They made daily phone calls to me when my son started at Hope Wood, to talk about how he was doing. I get a journal which shows activities he has been involved in. My child is pre-verbal, so this really helps. I am asked about the best ways to support him. Messages I leave get picked up quickly – reception is really good. The Evidence for Learning App provides information on what he has been doing and where he is up to, and the next targets for learning. Staff are amazing, they go above and beyond. It feels like a family. Everyone greets you, and the staff are so friendly and approachable."

"I am in the final stage of the fostering process, as my niece's mum passed away. Staff have gone out of their way to help, showing real sensitivity. They have helped me to reduce my niece's anxiety, and she is speaking more freely now as a result."

"My son has a learning disability and has autism. He can have challenging behaviour. Staff at Hope Wood help to keep us all safe – they contact other professionals if we aren't getting the support we need from them. They have also helped with activities to ensure he feels comfortable to travel to school, and to reduce anxiety. Respite care has been put in place. Nothing is too much. Staff are really well-trained and give me ideas about how best to support his learning – I do what the school does for consistency."

"I get regular updates, and Facebook is really good. I go to the half-termly stay and play. My daughter is non-verbal, so communication with me is really important. Hope Wood asked me to be part of the Local Accountability Board. I have given feedback on the draft Strategic Plan – seeing the objectives explained in a video format, via Facebook, made this information really accessible. It's a family approach at Hope Wood."

The Academy's commitment to family support is seen as key to student engagement and achievement. Student attendance last year was 87.9%, which was above the national average of 86% for special schools. In the Spring term this year, overall attendance had improved by 1.46% compared to Spring, 2022. The introduction of Mobile Education this year has also started to have a positive impact on attendance. For example, the attendance of

the six students who were not engaging in learning now ranges from 8.3% to 26.4%. At the end of the 2022 academic year, data confirmed that students entered for accredited programmes were successful in achieving their qualifications. Pathway Progress data to Spring, 2023 showed that an average of 50% of students were already making progress. Destinations information confirms that no young people were not in education, employment or training (NEET) in September, 2022.

Evaluative feedback is routinely sought and provided by parent/carer surveys and by parent/carer representation on the Local Accountability Board, as well as at a Trust level. School Council feedback from students is also used to inform objectives and targets in the Academy Improvement Plan. Staff are highly-skilled and qualified and actively research and share information on provision and learning from both accredited and non-accredited training and development and quality assurance activities they have been involved in. This process also informs Hope Wood's objectives, targets and professional practice.

## 2. METHODOLOGY

The following methods were used to gather evidence against the Families First Quality Award with SEND Standards during the assessment process:

A desk-top review of the self-assessment completed by the Academy, including document reviews.

Document reviews included checks of the Academy website, and the Facebook page, Parent Guides, curriculum information, the most recent Academy Improvement Plan and Self-Assessment Report (SAR), the draft Ascent Academies' Trust key strategic objectives recently provided to parents/carers for consultation purposes in a video accessed via Facebook, the Pupil Premium Strategy and Impact Report, the Poverty Proofing Plan, management reports and information, the SEND Information Report, policies, Local Offer information relating to the Academy, parent/carers survey feedback, analysis of student surveys, EHCP review records, examples of ClassDojo messaging, destinations data, a Continuous Professional Development Schedule, the most recent Ofsted Report, displays in the Academy reception area, and in classrooms.

One-to-one interviews via Microsoft Teams, with the Chief Executive Officer of the Ascent Academies' Trust, the Head of Hope Wood Academy, the Deputy Head Pastoral and SENDCo, the EHCP Co-ordinator, the Safeguarding Lead, the Mobile Education Lead, the Lead Practitioner Sixth Form, a member of the front office administration team, and the Family Liaison and Attendance Officer.

Group interviews via Microsoft Teams, with the Communications and the Behaviour Leads, with the Developing Cultural Capital and Learning Outside the Classroom Leads.

One-to-one Interviews on the telephone with ten parents/carers, and with three partners.

### 3. SUMMARY OF STRENGTHS

A number of strengths were identified during the assessment, which are detailed below. The referencing in brackets refers to the criteria in the Families First Quality Award and SEND Standards.

Leadership and continuous improvement is strong. Leaders promote and model effective team work, collaborative working and a culture of continuous improvement. Senior leaders communicate their strong commitment to Academy values, continuous improvement and evidence-based practice. The Deputy Head Pastoral and SENDCo is a member of the Senior Leadership Team, and leaders rigorously monitor and review safeguarding, attendance, curriculum achievements against targets, and SEND support provided to students at regular meetings. This means that emerging additional support needs for vulnerable families are picked up and actioned and referrals and progress are regularly reviewed. Staff, parents/carers and partners all referred to the inclusive and respectful culture of the Academy. The 'open door' approach means that ideas for improvements can be discussed informally with staff, as well as at scheduled meetings.  
(SEND 10.1/3.1 – 10.5/3.5)

Family Support is strong. The role of parents/carers in supporting readiness for learning is clearly valued by the Academy team, and a range of approaches are used which enable family needs to be identified and met. As part of transition into the Academy, parents/carers are invited to a presentation and discussion, led by senior leaders and pastoral staff. Details of family support provision, and the range of media available to promote two-way communication are discussed, and this information is also included on the Academy website. Facebook is used regularly to engage with parents/carers and to provide updates on developments at Hope Wood, as is a regular newsletter. The two-way ClassDoJo staff-parent communications system, and the Evidence for Learning App, were also highlighted by parents/carers as providing very helpful information on their child's wellbeing, learning, and support available. Parents/carers interviewed confirmed that all staff are very welcoming, that they feel part of the Academy family, and that they therefore feel comfortable to get in touch with staff to raise questions, or to ask for support. They also reported that they always get timely responses to meet their needs, that staff are honest, friendly and kind, and go out of their way to help.

Parents/carers reported that family support has changed their lives, for example by enabling them to arrange transport to school for their child, to be able to consolidate the Academy's development of their child's behaviour and communication skills by mirroring fun learning activities at home, or by enabling them to access the support from other professionals needed for safeguarding, family health and wellbeing. All parents/carers interviewed spoke very highly of the staff team at Hope Wood, referring to their welcoming and respectful approach, their accessibility and responsiveness. Advocacy on behalf of parents/carers has also facilitated access to grants and funding, and relevant support services.

Informal, half-termly celebration of learning sessions in the classroom, parental engagement sessions which can help parents engage their child in learning at home, family learning sessions (for example, family English sessions) and staff catch-up calls made to parents/carers at least every two weeks also help to empower parents/carers to communicate their needs and to access support. Transport can be arranged to attend events, and these are scheduled at different times of the day to promote attendance. Confidential meetings are held with parents/carers at the Academy, or via online platforms, at the family home or in the community, depending on the parent/carer's preference, to identify and meet their needs. This work may result in referrals to access respite care, or mental health support.  
(FFQA 2.1.3, 2.1.4, 2.1.6, 2.10, 3.5, 3.12, 4.2, 6.10; SEND 10.1/3.1)

The promotion of attendance is strong. The Family Liaison and Attendance Officer has a key role in ensuring regular attendance at the Academy. Rigorous monitoring identifies families in need of additional support to promote attendance, and a range of strategies are used to increase attendance over time. If a parent has disengaged, a home visit is arranged. In-depth, holistic support is provided to identify and meet family needs, including those relating to safeguarding. A notable development is the establishment this year of a Mobile Education Service, staffed by a teacher and a teaching assistant. Their role is to work with a small number of students who continue to be unable to attend school at all since the pandemic, due to anxiety, mental health and/or other health issues. The focus initially is to work with each family holistically to enable the students to engage in learning at home, and in the community, with the aim of working towards attendance at the Academy, longer term, as appropriate.  
(FFQA 6.11.3)



Continuous Professional Development (CPD) is strong. Many examples were provided of both accredited and non-accredited continuous professional development programmes supported by the Academy, and there is an expectation that learning is shared with colleagues, including via regular CPD sessions scheduled across the year. The introduction of the Liberating Leadership Programme, delivered across the Trust by the Head of Hope Wood Academy, has supported learning from reflective practice, and further developed staff competence and confidence. A member of staff is cascading training from an Anxious at School conference to colleagues, to provide strategies to support students who are anxious at school, for example, during periods of transition. Ongoing, coaching, buddying and mentoring support is provided, starting at staff induction. Learning is applied in support of parents/carers as well as in the classroom, such as to develop the use of appropriate communication and evidence-based emotional regulation strategies for families. In addition, meetings are used to discuss wellbeing and to research and discuss ways to help families to meet their needs. Staff reported that meetings are also used to agree CPD plans, and that they are encouraged to make requests for training at any time, where this will contribute to their roles in meeting Academy Improvement Plan objectives and targets. Parents/carers referred to the expertise and knowledge of the staff team at Hope Wood, and how they can always provide techniques to try out, which help when they have concerns about how best to support their child.

(SEND 13.1/6.1, 13.7/6.7)

Partnership working is strong. Parents/carers interviewed confirmed that multi-agency links, including the involvement of services such as occupational therapy, promote attendance and student engagement. Partners referred to multi-agency and partnership working as a real strength at Hope Wood. Effective relationships have also continued to be established with opportunity providers, including colleges, employers, community venues and charitable organisations, which provide work experience and visits into the community for students. This partnership work, in turn, enables providers to learn more about the value of the recruitment of neurodiverse staff, and adaptations helpful to enable them to maximise their potential in the community and in the world of work. Collaborative work is improving outcomes for parents/carers and their children.

(FFQA 4.2, 4.5, 4.6, 4.7)

Transition support is strong. Parents/carers referred to the staff team's flexibility in introducing their child/children to the Academy. For example, a home visit to discuss provision and their child's needs. Then being provided with an opportunity to attend an on-site open event. After that, their child may visit the Academy on a number of occasions for increasing periods of time. Transition beyond the Academy is also well-supported. The Academy involves independent Careers Advisors in EHCP reviews to inform learning about the range of opportunities available and action plans are agreed. The three-year Preparation for Adulthood programme, delivered in the sixth form, continues to develop life skills and employability skills, for example, via an Academy Take Over Day.

(FFQA 1.5, 4.6, 4.7; SEND 12.1/5.1 – 12.7/5.7)

## 4. AREAS FOR CONTINUOUS IMPROVEMENT

The following were identified as potential areas for continuous improvement. These are offered to add value, for example, where the Academy is delivering high-quality support to families, these areas are offered to help the Academy to become even better than it already is, or to provide insight into practices seen elsewhere. The referencing in brackets refers to the criteria in the Families First Quality Award with SEND.

The team at Hope Wood Academy sees family support as central to enabling students to be classroom ready. Parents/carers referred to the benefits of this, and also to the respectful, non-judgmental and inclusive ways that they are consulted to identify their views and needs. It may help families to summarise the many different ways parents/carers are supported by the Academy by developing and publishing an Information, Advice and Assistance (IAA) Statement of Service, covering what you do, examples of issues families can be helped to resolve, the different ways this help is provided, and giving examples of how this support helps students to develop, learn and achieve. This could also include a code of ethics around, for example, accessibility, empowering families to make informed decisions, confidentiality, being non-judgmental, respect, the duty of care, equality and impartiality and CPD. An IAA Statement of Service may provide additional information to parents/carers about approaches to family support at the Academy, and so may further promote parental/carer engagement for help to meet their needs. Longer term, it may also be appropriate to ask parents/carers to feature in a video, perhaps posted on the Academy website, which provides examples of the school's approaches to family support and the benefits of engagement with the Hope Wood family support services. (SEND 8.8/1.8)

It is clear that the Hope Wood team is committed to the further development of the parent voice. Parents/carers are routinely asked to provide feedback on events attended and for their views on progress and any support needs for their children who are students at the Academy. The informal sessions held with parents/carers have been reported as particularly helpful by those who have attended. Parents/carers are also represented on the Local Accountability Board and at Trust level. It may also be useful to research and identify approaches to, and the benefits of, the establishment of a Parent Forum to be used, for example, for consultations on policy. If not under consideration already, in addition, it may be worth Parent Forum views being represented via a Parent Council, perhaps selected by parents/carers. The Parent Council could work closely with the Senior Leadership Team to support Academy improvement and development. This may provide an additional voice for parents/carers on issues important to them and extend the team's understanding of how to engage parents/carers in their children's learning and Academy life, and capture the skills and knowledge parents can offer. This may also promote co-production of Local Offer information and the SEND Information Report. A number of resources relating to the establishment of Parent Councils can be found on the following link: <https://education.gov.scot/parentzone/getting-involved/parent-councils/about-parent-councils> (FFQA 2.2, 2.3, 5.1; SEND 8.8/1.8)

Many examples of successful support provided to families were identified during the assessment, informed by ongoing evaluation and feedback. It may be helpful to families to publish an annual 'You said... We did', perhaps in a family support newsletter, or online, to summarise developments made by the Academy to celebrate the commitment to listening to parents/carers and to continuous improvement. (SEND 8.7/1.7)

It is clear that CPD is seen as a priority for all staff at Hope Wood, including CPD to enable parents/carers to support their children to thrive, learn and achieve. For added stretch, it may be helpful to identify an Information, Advice and Support Champion to research and share models of good practice for the delivery of family support, perhaps via working to achieve an NVQ Level 4 Diploma in Advice and Guidance, or via research into the Family Partnership Model, and to pilot peer observations of the delivery of Information, Advice and Support, possibly against the National Occupational Standards for Advice and Guidance. This may inform an evidence base as to what works in supporting parents/carers as the first educators of their child. (SEND 13.6/6.6)

For longer term impact evaluation, forensic analysis of selected case studies may help to evidence Social Return On Investment in family support for key stakeholders, including partners and families. For example, the percentage of parents/carers reporting an increase in confidence and wellbeing, feeling able to support their child's schooling, volunteering, or accessing education, training and work, can reflect the quality of support provided to families. It may also be helpful to publish this information, along with dashboard information on distance travelled by families (perhaps on a scale of 0-10) to celebrate the success of the support provided to

parents/carers and to further extend family engagement.  
(FFQA 2.8)

Parents/carers interviewed referred to the value of the half-termly invitations to join learning in the classroom and outside on-site, and of the two-way communication systems used to share what their children have been doing both at the Academy and in the community. The Academy team is encouraged to implement its plans to extend parent/carer understanding of how their children learn, to further promote their engagement in learning. It will be helpful to review progress relating to this at the Annual Review in twelve months time.  
(FFQA 2.11)

## 5. ASSESSOR'S FINDINGS

- No Evidence
- Insufficient Evidence
- Sufficient relevant evidence
- Evidence available but may need further development
- N/A

### I - WELCOMING FAMILIES

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- **1.1** **Parents / carers who first contact the school are given clear information, with helpful details about the school offered (face to face, over the phone, via an interesting and accessible website, and written documentation4).**  
FFQA 1.1 met.

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- **1.2** **Parents/ carers looking for a school place are offered opportunities to visit the School premises with their children at convenient times.**  
FFQA 1.2 met.

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- **1.3** **Parents/ carers are made to feel welcome on School premises by friendly staff, who are able to provide appropriate information about the school.**  
FFQA 1.3 met.

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- **1.4** **All staff (particularly reception and business support staff) provide excellent customer service to families, and can share appropriate information with parents / carers about the school, the curriculum, progression and what other activities and services are available for children, including core information that is clear, accurate and transparent (opening times, age ranges catered for, staff and their qualifications, fees (where applicable), admissions criteria).**  
FFQA 1.4 met.

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- **1.5** **Prospective pupils visit the school at planned induction events to enable a smooth transition. (See also 4.6) (Criterion 4)**  
FFQA 1.5 met. Please refer to Section 3 of this report, as this is an area of strength.

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- **1.6** **The school maintains a welcoming environment for all visitors to their premises, taking account of their individual needs.**  
FFQA 1.6 met.

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- **1.7** **Teaching staff, including the leadership team, are accessible and friendly and where practical maintain a visible presence (particular where parents / carers drop off and collect their own children from school). (Criterion 1)**  
FFQA 1.7 met.

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- **1.8** **The school maintains a welcoming reception area with a range of information, displays and resources suitable for children, young people and families where practical.**  
FFQA 1.8 met.

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- **1.9** **Vulnerable families visiting the school for the first time experience friendly, approachable staff, who are able to listen, understand their needs and provide appropriate information and reassurance about school in a range of formats.**  
FFQA 1.9 met.

## 2 - VALUING PARENTS / CARERS

2.1 The school understands the essential contribution parents / carers make as their child's first educator and actively promotes parental involvement via the contact they have with families:

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- **2.1.1** **The school has determined how best to teach and engage its pupils to secure their good learning and has communicated this approach clearly to parents / carers.**  
FFQA 2.1.1 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
  - **2.1.2** **The school engages parents / carers in supporting pupils' achievement, behaviour, safety and their spiritual, moral, social and cultural development.**  
FFQA 2.1.2 met.
  - **2.1.3** **The school provides clear information in a variety of format that helps parents / carers see how their child is learning and developing (for example, record of child's learning and development for those in the EYFS, reports and exam results, progress checks, photographs).**  
FFQA 2.1.3 met. Please refer to Section 3 of this report, as this is an area of strength.
  - **2.1.4** **The school actively encourages parents/carers to respond to reports on their child's / young person's progress (which is tracked from a known starting point). [CIF OCL]**  
FFQA 2.1.4 met. Please refer to Section 3 of this report, as this is an area of strength.
  - **2.1.5** **The school helps parents / carers understand how best to support their child's learning (for example, helping parents / carers support their child with homework tasks by providing tips, face to face advice, through the provision of parent / child homework and reading clubs).**  
FFQA 2.1.5 met.
  - **2.1.6** **The school provides information and resources to parents / carers to help them support their child's / young person's learning and development at home (face to face support and advice, school learning portals, school library service). (See also 3.8)**  
FFQA 2.1.6 met. Please refer to Section 3 of this report, as this is an area of strength.
  - **2.1.7** **The school (where applicable) provides information and resources to parents / carers to help them support their young person's progression from school (face to face support and advice, school learning portals) (Criterion 4)**  
FFQA 2.1.7 met.
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- **2.2** **Parents / carers are given opportunities to be become actively involved in the school, for example, as members of the management committee, governing body or steering group, parent forum, or as a volunteer, helper or visitor.**  
FFQA 2.2 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
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- **2.3** **The school has a means by which parents are closely consulted and involved in school improvement (for example a forum ideally run by parents / carers).**  
FFQA 2.3 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
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- **2.4** The school understands the diverse experiences and cultures represented by the families that use their services, and reflect this in the information they provide. (See also 2.1 b)  
FFQA 2.4 met.
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- **2.5** The school works with parents / carers to actively promote healthy lifestyles of its pupils (healthy eating, exercise, mental health and emotional wellbeing). (Criterion 3)  
FFQA 2.5 met.
- 
- **2.6** The school actively seeks to engage mothers, fathers, foster carers, and other family members (for example providing events designed specifically to appeal to fathers, grandparents, siblings and other carers; and considering times of parents' evenings, providing alternative times and methods of contact - face to face, text messaging, over the phone, email).  
FFQA 2.6 met.
- 
- **2.7** The school offers opportunities for parents / carers to contribute to the resources and activities on offer (for example, through fundraising, collecting scrap materials, translating welcome notices, visiting to talk to the pupil's about their work, culture or other topics of interest).  
FFQA 2.7 met.
- 
- **2.8** The school monitors parental engagement and seeks to improve it where ever possible (attendance at parents' evenings, contact / lack of contact with the school).  
FFQA 2.8 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
- 
- **2.9** The school seeks to maintain positive relationships with all parents / carers of registered pupils at the school, including those who have been excluded, are placed in alternative provision, or are away from school for any reason.  
FFQA 2.9 met.
- 
- **2.10** The school works effectively with all parents / carers giving particular regard to the individual circumstances, for example those who have children: • with special educational needs and / or disabilities (and those for whom the pupil premium provides support); • with English as an additional language; • who are known to social care (including Looked After Children); • identified as gifted and talented; • subject to CAF (Common Assessment Framework / Team Around the Family); • who have children who are away from school for any reason; • those who may need extra support because of particular circumstances in their life (for example, a family illness or bereavement); and • others with particular circumstances that the school has become aware of  
FFQA 2.10 met. Please refer to Section 3 of this report, as this is an area of strength.
- 
- **2.11** The school demonstrates to parents / carers how the pupil premium is used to improve outcomes for vulnerable children.  
FFQA 2.11 met.
-

- **2.12** The school has identified groups of vulnerable children and young people and tracks their progress from a known starting point. (Including, those who attract the pupil premium, those known to social care including looked after children and those on a child protection plan, and those with special educational needs and disabilities.)  
FFQA 2.12 met.

### 3 - INFORMING PARENTS / CARERS

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- **3.1** Parents / carers can look at the arrangements for admissions into the School and understand easily how places will be allocated (and the School meets all relevant legislation for school admissions).  
FFQA 3.1 met.
- 

- **3.2** The school has implemented a range of policies and procedures relevant to their organisation that are regularly reviewed according to statutory requirements and parents / carers are made aware of them. (Policies include those that address bullying, harassment and discrimination of any kind in accordance with relevant legislation).  
FFQA 3.2 met.
- 

- **3.3** The school informs parents / carers of changes to their services, giving advanced notice of all changes that directly affect them (term dates / holidays, fees, and changes to personnel such as a child's / young person's key person / form teacher, unplanned school closures).  
FFQA 3.3 met.
- 

- **3.4** The school effectively communicates child safeguarding procedures to parents / carers. (See also 5.7)  
FFQA 3.4 met.
- 

- **3.5** The school offers parents times and occasions for confidential discussions about their child's / young person's learning, development and progression to take place. (Criterion 2)  
FFQA 3.5 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **3.6** Any information provided in writing is in plain English, and consideration is given to parents / carers with learning disabilities and those for whom English is not their first language.  
FFQA 3.6 met.
- 

- **3.7** The school offers alternative methods of communication to parents / carers with literacy difficulties where ever practical. (See also 6.7)  
FFQA 3.7 met.
- 

- **3.8** Information is offered in alternative formats where ever practical, including for those families who do not have access to IT and the internet at home (brokered access to IT, hard copies of information, languages used in the community, large print, and pictorial form).  
FFQA 3.8 met.
- 

- **3.9** The school is aware of children / young people whose parents are no longer together and (where the law allows) makes every effort to communicate and share information with both parents.  
FFQA 3.9 met.
-

- **3.10** The school clearly communicates with parents / carers an ambitious vision for the school and high expectations of all its pupils and staff  
FFQA 3.10 met.
- 

- **3.11** The school makes sure parents / carers understand its procedure for dealing with complaints.  
FFQA 3.11 met.
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- **3.12** The school keeps parents / carers well informed about their child's / young person's achievements, wellbeing and development  
FFQA 3.12 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **3.13** The school shares its most recent Ofsted / Estyn report with all parents / carers of registered pupils, and takes reasonable steps to share the new inspection report with them once it is published.  
FFQA 3.13 met.

#### 4 - WORKING WITH PARTNERS TO SUPPORT FAMILIES

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- **4.1** The school provides information (contact information, opening times, admissions criteria, vacancies, fees) to relevant organisations in line with statutory guidance so that this can be collated and clearly communicated to parents / carers. (Department for Education, LA, membership organisations representing independent schools).  
FFQA 4.1 met.
- 

- **4.2** The school helps parents / carers to access information about a range of other services and facilities relevant for their families either directly or by referring them to another organisation (LA Families Information Service, local children's centres, childcare providers, libraries, health services, social care).  
FFQA 4.2 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **4.3** The school routinely uses feedback from partners to continuously improve teaching and learning opportunities (Ofsted, LA learning improvement, early years and other support services, children's centres, specialist services, employers). (Criterion 2)  
FFQA 4.3 met.
- 

- **4.4** The school keeps relevant, current information about a range of services that might benefit families and makes these available to parents / carers (notice boards, leaflets, displays, posters).  
FFQA 4.4 met.
- 

- **4.5** The school actively maintains positive working relationships with its local community and a range of partners in order to support children and young people's learning and development (this may include evidence of joined-up programmes that improve pupils' outcomes and wellbeing). (Criteria 3 and 4)  
FFQA 4.5 met. Please refer to Section 3 of this report, as this is an area of strength.
-



- **4.6** The school works with relevant partners to support key transitions that children / young people experience (for example, from nursery to reception; primary to secondary; secondary to further education, employment or training and adult life) (See also 1.5) \*Secondary schools should provide impartial information and advice to pupils and parents/carers when making choices about courses in key stage 4, post 16 and information on the provision of independent, impartial careers guidance to pupils and how to access it. (Criteria 3 and 4)  
FFQA 4.6 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **4.7** The school strives to develop positive relationships with a range of employers (local businesses, enterprises in various sectors) in order to understand and support children and young people to prepare for adulthood and develop skills necessary for the modern workplace. (Criterion 2)  
FFQA 4.7 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **4.8** In line with local information sharing protocols and where applicable, parental agreement, the school routinely shares information about children and young people with other agencies to support their learning, development and progression (specialist services, health, children's social care, schools, the local 14-19 Network, post-16 education providers, LA support services). (Criterion 2)  
FFQA 4.8 met.

## 5 - LISTENING TO FAMILIES

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- **5.1** The school seeks regular feedback from parents / carers and pupils about the way it operates and they have a voice in shaping school policy (teaching and learning, policies and ethos, extra- curricular opportunities).  
FFQA 5.1 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
- 

- **5.2** The school has a range of methods for parents / carers and pupils to provide feedback on the way it operates (Ofsted's Parent View website / Estyn survey results, suggestion boxes, consultations, comment cards, parents' events, private meetings, questionnaires, evaluation forms).  
FFQA 5.2 met.
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- **5.3** The school routinely uses feedback (both positive and negative) from parents / carers and pupils to continuously improve the way they operate.  
FFQA 5.3 met.
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- **5.4** Parents/ carers and pupils contribute to the information about the individual child / young person's learning and development (records, observations, assessments, diaries).  
FFQA 5.4 met.
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- **5.5** The school keeps up-to-date information about the preferences (likes and dislikes) and interests of each pupil in order to support their learning, development and progression. (Criterion 4)  
FFQA 5.5 met.
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- **5.6** Pupils play an active role in the running of the school, and channels exist for giving and receiving feedback to/from school management (for example formally via student council, class president or similar and feedback. (See also 5.1)  
FFQA 5.6 met.
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- **5.7** Staff understand the importance of confidentiality in relation to private information the families they work with have shared with them in confidence. (See also 3.4) (Unless a child or young person is perceived to be at risk of significant harm, in which case the local processes for raising such concerns with the relevant agencies will be followed. This would also apply if a partner service failed to meet legal or quality requirements).  
FFQA 5.7 met.

## 6 - MEETING THE NEEDS OF FAMILIES

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- **6.1** The school clearly communicates all applicable financial matters to families (registration fees, out of school childcare fees, additional charges, any discounts available, transport costs, late charges, meals, uniforms, extra-curricular activities, school trips, bursaries, scholarships).  
FFQA 6.1 met.
- 

- **6.2** Information provided to parents / carers about any costs (prospectuses, letters, invoices, bills) is transparent, clear and easy for parents to interpret and understand.  
FFQA 6.2 met.
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- **6.3** The school promotes the take up of free school meals by all families who are entitled to it.  
FFQA 6.3 met.
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- **6.4** The school supports parents / carers to access relevant financial entitlements and schemes that help to pay for childcare either directly or by referring them to relevant services (LA Financial Inclusion Services, Inland Revenue, CAB, LA Families Information Services, childcare voucher schemes)Title  
FFQA 6.4 met.
- 

- **6.5** The school helps parents / carers to access childcare that enables them to work or study, by providing out of school childcare (breakfast and after school clubs) and / or early education directly or by signposting families to the LA Families Information Service.  
FFQA 6.5 met.
- 

- **6.6** The school informs families with pre-school children about how they can access grant funded early education either directly or by signposting to the LA Families Information Service. In addition, secondary/ high schools actively promote the offer with any pupil who is a parent with a preschool aged child)  
FFQA 6.6 met.
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- **6.7** The school is particularly sensitive to the needs of parents / carers with literacy difficulties and refers families to relevant support services (adult education classes, libraries, children's centres). (See also 3.7)  
FFQA 6.7 met.
-

- **6.8** **Staff understand the school's internal and LA reporting mechanisms so that children / young people requiring additional help are identified and supported by the relevant services (Local process for the Common Assessment Framework, health services / school nurse, SEN and Disability support services).**  
FFQA 6.8 met.
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- **6.9** **Staff understand the school's internal and LA reporting mechanisms so that vulnerable parents / carers and children / young people can be identified and protected from harm.**  
FFQA 6.9 met.
- 

- **6.10** **Every member of staff has a responsibility to support families whose children attend the school, with a particular emphasis on vulnerable children. (The level of input may vary, for example, a pastoral support worker or form teacher may have more involvement than a subject teacher who sees a pupil for one lesson a week). (See 2.9 & 2.10)**  
FFQA 6.10 met. Please refer to Section 3 of this report, as this is an area of strength.

## 6.11 Title

- **6.11.1** **keep them safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media;**  
FFQA 6.11.1 met.
- **6.11.2** **help them develop respect others and contribute to wider society and life in Britain; and**  
FFQA 6.11.2 met.
- **6.11.3** **promote prompt and regular attendance (Criterion 3)**  
FFQA 6.11.3 met. Please refer to Section 3 of this report, as this is an area of strength.

## **7 - SUPPORTING PARENTS / CARERS TO ACCESS EARLY EDUCATION FOR THEIR CHILDREN (ONLY APPLICABLE TO PROVIDERS OF GRANT FUNDED EARLY EDUCATION ON BEHALF OF THE LA)**

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- **7.1** **The school publishes clear and transparent information about how parents / carers can access their free entitlement to grant funded early education.**  
N/A
  - **7.2** **The school enables children to access to their full entitlement to grant funded early education. (If provided directly by the school where they have space and where this is the parents' preference).**  
N/A
  - **7.3** **The school enables children to access their entitlement free at the point of delivery (without applying additional charges, top up fees or terms and conditions of access).**  
N/A
  - **7.4** **The school enables children to access their full entitlement flexibly to meet the needs of working families (within the operating hours of their setting, providing a stretched offer across the year where the family has requested this).**  
N/A
-

- **7.5** The school understands the impact of poverty on children's learning and development and takes measures to ensure children (especially from financially hard pressed families) take advantage of their full entitlement. (Specific measures might include waiving registration fees or uniform costs, and referring to their LA Families Information Service.) (See also 6.6)  
N/A
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- **7.6** The school is aware that children from multiply-disadvantaged backgrounds have the most to benefit from access to high quality early education and care, and take measures to ensure these children participate by making use of their full entitlement, wherever practical.  
N/A

#### **8 - SEND STANDARD I - THE LOCAL OFFER (SEN INFORMATION REPORT)**

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- **8.1** The school provides clear, comprehensive, accessible and up-to-date information about the available provision for students/pupils with SEND and how their families can access it.  
SEND 8.1/1.1 met.
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- **8.2** Schools publish their SEN information report which is their primary contribution to the Local Authority's Local Offer.  
SEND 8.2/1.2 met.
- 

- **8.3** The school co-operates with the Local Authority (LA) and contributes to any requests for information that will make up the wider Local Offer for families. This involves routinely updating the LA's Local Offer information (most likely to include the school's own listing on the LA's directory of services published on the Internet).1  
SEND 8.3/1.3 met.
- 

- **8.4** The school publishes Local Offer information / SEN information report on the school's website in an accessible format for families. The school's information is available in multiple formats and languages upon request.  
SEND 8.4/1.4 met.
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- **8.5** The school's Local Offer information / SEN information report for children and young people with SEND is transparent and easy for families to interpret and understand, using jargon free language. (For example, the different stages of intervention used to identify SEN are clearly set out to show families how their child is being assessed.)  
SEND 8.5/1.5 met.
- 

- **8.6** The school develops its Local Offer information / SEN information report in partnership (this is known as co-production). This may include working with families (with parents/carers and young people), the Local Authority, Health, Social Care and feeder early years settings and schools. For example, the format of the information could be discussed and agreed with all relevant partners.  
SEND 8.6/1.6 met.
-

- **8.7** The school's SEND provision should be reviewed at least annually. This includes responses to feedback, suggestions, complaints and compliments, and (where necessary) taking action to maximise and improve the quality of provision for children and young people. When provision is being reduced, the school will be open and honest with families. A consultation will be held whenever provision in the school is being changed.  
SEND 8.7/1.7 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
- 
- **8.8** The school clearly sets out how it communicates with families (parents/carers, and children and young people with SEND) and how they are involved in decision making and planning. This should include how families can be more involved in the strategic decisions of the school.  
SEND 8.8/1.8 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.
- 
- **8.9** The school's Local Offer information / SEN information report includes references to independent sources of information families can access regarding SEND this should include the local SENDIASS (formerly Parent Partnership Service), Family Information Service, and could include any relevant charitable trusts.  
SEND 8.9/1.9 met.
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- **8.10** The school's website has a section/page about Local Offer / SEN information which includes hyperlinks to the Local Authority's Local Offer. This will help families access independent sources of information regarding SEND and should include the local SENDIASS (formerly Parent Partnership Service), and Family Information Service.  
SEND 8.10/1.10 met.

## 9 - SEND STANDARD 2 – EDUCATION, HEALTH AND CARE

- **9.1** The school is familiar with and follows the Education, Health and Care (EHC) needs assessment process and Annual Review process set out by their Local Authority. This includes completing reports in a timely manner to comply with national timescales. The school is transparent with families around the EHC needs assessment and Annual Review process.  
SEND 9.1/2.1 met.
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- **9.2** Necessary information for the EHC needs assessment is gathered and provided by the head teacher or a teacher who has regular contact with the child or young person.  
SEND 9.2/2.2 met.
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- **9.3** The school welcomes information from relevant agencies for the assessment and review process. This could include professionals such as speech and language therapists and educational psychologists.  
SEND 9.3/2.3 met.
- 
- **9.4** The school works with the Local Authority to set appropriate outcomes for the child or young person in their EHCP. These will consider the long term aspirations of the child/young person. Where the child or young person has an EHC plan the outcomes must work towards the long term aspirations set out in the plan.  
SEND 9.4/2.4 met.

- **9.5** The school works with the Local Authority to carry out person-centred Annual Reviews. Schools know which pupils are due for an Annual Review at the start of each term. Reviews should be held more frequently if necessary. A representative from the school attends the Annual Review meeting, if requested by the family.  
SEND 9.5/2.5 met.
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- **9.6** The school gathers up-to-date and accurate information, and provides this to the Local Authority so that an informed decision can be made when making any amendments to the EHCP  
SEND 9.6/2.6 met.
- 

- **9.7** Families and other parties involved with the child or young person are encouraged to participate in the Annual Review process (for example Health professionals who have worked with the child or young person, or a Social Worker). The school facilitates these discussions in an appropriate way for the family. The school ensure that the child/young person and their family fully understand the review process  
SEND 9.7/2.7 met.

#### 10 - SEND STANDARD 3 - CONTINUOUS IMPROVEMENT

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- **10.1** The school ensures that parents and families of children and young people with SEND feel fully involved with their child's education and learning. Families should feel fully supported to be engaged and contribute to key decisions. Information should be in an accessible format (this includes the language) for individual families.  
SEND 10.1/3.1 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **10.2** The school identifies and addresses the SEND of the pupils that they support, and do everything they can to meet these needs through the Local Offer. Parents are kept up to date with their child's progress throughout the school year.  
SEND 10.2/3.2 met. Please refer to Section 3 of this report, as this is an area of strength.
- 

- **10.3** The school leadership team has children and young people with SEND as a priority. This could be evidenced by having your SENCo on the leadership team.  
SEND 10.3/3.3 met. Please refer to Section 3 of this report, as this is an area of strength.
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- **10.4** School leaders are active in monitoring and reviewing the SEND provision. When a review has been carried out, school leaders should adjust provision accordingly.  
SEND 10.4/3.4 met. Please refer to Section 3 of this report, as this is an area of strength.
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- **10.5** The school's overall approach to monitoring the progress and development of all pupils includes the identification of SEND. Schools adopt the Assess, Plan, Do and Review method, a graduated approach to identify and monitor provision and progress for children and young people with SEN. The quality of teaching for pupils with SEND is addressed, as well as the progress made by these pupils. This should form a core part of the school's performance management arrangements.  
SEND 10.5/3.5 met. Please refer to Section 3 of this report, as this is an area of strength.
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- **10.6** School Governors should have an identified representative for children and young people with SEND. Their role could include ensuring other governors are aware of issues around SEND and delivering training to other governors.  
SEND 10.6/3.6 met.

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- **10.7** Any patterns in the identification of SEND, both within the school and in comparison with national data, are recognised. All staff are encouraged to use these to reflect and reinforce the quality of teaching.  
SEND 10.7/3.7 met.

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  - **10.8** Appropriate assessment is used to set outcomes which are ambitious. This could be achieved by exploring what the child or young person would like to do when they're older and setting outcomes which build up to this. For example, if a child would like to be a computer programmer setting outcomes such as by the next Annual Review I will have learnt how to write a line of code in Java.  
SEND 10.8/3.8 met.

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  - **10.9** The school ensures that the special educational needs of pupils without an EHCP are being met through the Local Offer. If their needs are not being met the school considers requesting an EHC needs assessment. This decision should be made in partnership with the young person or parents of the child.  
SEND 10.9/3.9 met.

## II - SEND STANDARD 4 – PARTICIPATION AND INCLUSION

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- **11.1** All pupils should have access to a broad and balanced curriculum which is tailored to their needs and includes them as fully as possible in the school community.  
SEND 11.1/4.1 met.

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  - **11.2** Teachers set high expectations for every pupil, whatever their prior attainment (this is according to The National Curriculum Inclusion Statement). These expectations should be shared and agreed with parents  
SEND 11.2/4.2 met.

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  - **11.3** The school has duties towards individual disabled children and young people under the Equality Act 2010 (including the Public Sector Equality Duty), and has due regard to these duties to promote disability equality.  
SEND 11.3/4.3 met.

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  - **11.4** The school actively works with local providers, support services and other professionals to meet the requirements of each pupil.  
SEND 11.4/4.4 met.

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  - **11.5** The school makes reasonable adjustments to prevent pupils with SEND being put at a substantial disadvantage (for example providing auxiliary aids and services for disabled children).  
SEND 11.5/4.5 met.

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  - **11.6** The school makes arrangements to support pupils with medical conditions. This includes ensuring physical activities are accessible to all pupils where no pupil is at a disadvantage due to any medical condition.  
SEND 11.6/4.6 met.
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- **11.7**      **The school adopts a person-centred approach. This could include encouraging staff and all pupils to have an information sharing aid to give an overview of themselves, what is important to them and what support they need, such as a One Page Profile.**  
SEND 11.7/4.7 met.
- **11.8**      **Where children and young people with SEND have a One Page Profile. This can be given, with parental consent, to staff, other pupils and professionals working with the child or young person.**  
SEND 11.8/4.8 met.
- **11.9**      **Annual Reviews are carried out in a person-centred way [see element 2.5].**  
SEND 11.9/4.9 met.
- **11.10**     **The school adopts a strength-based approach (such as Signs of Safety<sup>3</sup>) to encourage confidence for all children and young people. This means the successes of all children and young people are celebrated with peers; the school builds on what individual pupils are good at and other strengthening factors such as pupils' involvement in opportunities provided via formal, informal and community based networks.**  
SEND 11.10/4.10 met.

## 12 - SEND STANDARD 5 - TRANSITION PLANNING

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- **12.1**      **All pupils with SEND are prepared as early as possible for the next stage in their education.**  
SEND 12.1/5.1 met. Please refer to Section 3 of this report, as this is an area of strength.
- **12.2**      **Pupils from Year 9 to Year 13 with SEND are provided with independent careers guidance.**  
SEND 12.2/5.2 met. Please refer to Section 3 of this report, as this is an area of strength.

12.3 Annual Reviews are conducted from Year 9 onwards, with a focus around preparing for adulthood. The following themes are considered

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- **12.3.1**     **Employment. This could include careers advice, work experience and how the young person could get a job through structured outcomes;**  
SEND 12.3.1/5.3.1 met. Please refer to Section 3 of this report, as this is an area of strength.
- **12.3.2**     **Independent living and housing. Information on independent living available to each young person is provided. If independent living is not possible the school provides advice on how to be more independent in day to day life;**  
SEND 12.3.2/5.3.2 met. Please see Section 3 of this report, as this is an area of strength.
- **12.3.3**     **Integration in the community. Advice is given on community activities to get involved in. For example, clubs, helping to organise/volunteer at one off events or a community scheme such as maintaining a local park;**  
SEND 12.3.3/5.3.3 met. Please see Section 3 of this report, as this is an area of strength.
- **12.3.4**     **Living a healthy life. Healthy living is built into the school's curriculum. This could be through cooking classes, physical education or giving advice in pastoral periods.**  
SEND 12.3.4/5.3.4 met. Please see Section 3 of this report, as this is an area of strength.



- **12.4** Pupils with SEND are fully supported through transitions for all Key Stages. This could include the school providing timely information, advice and guidance or signposting families to other organisations such as their local SENDIASS or Family Information Service [see element 1.9].

SEND 12.4/5.4 met. Please see Section 3 of this report, as this is an area of strength.

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- **12.5** For the transition from Early Years to primary, primary to secondary and secondary to post-16, visit days are facilitated in order for pupils to adjust to the change. This could include multiple visits throughout the year before transition and making formal contact with the appropriate key person in the new setting.

SEND 12.5/5.5 met. Please see Section 3 of this report, as this is an area of strength.

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- **12.6** Parents of children and young people with SEND are supported through transition periods. This could include holding information sharing days between parents and teachers/other educational settings when their child is going through a transition period. This could involve giving information on the key changes and similarities between the stages of education.

SEND 12.6/5.6 met. Please see Section 3 of this report, as this is an area of strength.

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- **12.7** Information, advice and guidance for parents is provided in a suitable format (this includes language) for each individual family

SEND 12.7/5.7 met. Please see Section 3 of this report, as this is an area of strength.

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- **12.8** Person-centred techniques such as PATHs (Planning Alternative Tomorrows with Hope)<sup>4</sup> are considered in the Year 9 Annual Review to get a picture of the young person's aspirations

SEND 12.8/5.8 met.

### 13 - SEND STANDARD 6 - WELL TRAINED STAFF

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- **13.1** The school's leadership team and governing body understand its legal obligations toward children and young people with SEND. The leadership team routinely updates staff on relevant practice and legislation and models an inclusive approach in their day to day dealings with children with SEND, and their families.

SEND 13.1/6.1 met. Please refer to Section 3 of this report, as this is an area of strength.

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- **13.2** All staff and governors are trained to increase their expertise in supporting children and young people with SEND relevant to their particular role. This includes teaching, support staff, ancillary staff, administrative staff and governors

SEND 13.2/6.2 met.

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- **13.3** When a new training or development need is identified in the school relevant to meeting the needs of children and young people with SEND; staff are trained appropriately and this is reflected in the quality of teaching and learning.

SEND 13.3/6.3 met.

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- **13.4** Staff are equipped to work in a person-centred way. This could be achieved through training and continuing professional development. For example, Local Authorities should be approached to commission training and for the school to find out what training is available to support a person-centred approach such as One Page Profiles and PATHs

SEND 13.4/6.4 met.

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- **13.5** **Teaching staff are familiar with the Teachers' Standard (2013) and endeavour to fulfil all standards for all pupils with SEND.**  
SEND 13.5/6.5 met.

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- **13.6** **Staff should be trained in an appropriate method for the school. This can include local specialists, in-house training, schools sharing knowledge, parents sharing knowledge and other techniques.**  
SEND 13.6/6.6 met. Please refer to Section 4 of this report, as this is an area to consider for further improvement.

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- **13.7** **Effective training and provisional development is evidenced by each member of staff understanding their unique role in supporting children and young people with SEND. (This is seen as a shared responsibility relevant to all school employees - not exclusively the realm of teaching staff and the SEND Coordinator).**  
SEND 13.7/6.7 met. Please refer to Section 3 of this report, as this is an area of strength.

## 6. CONCLUSION AND RECOMMENDATIONS

There are no actions that require immediate attention, and I am pleased to confirm that Hope Wood Academy is accredited with the Families First Quality Award with SEND.

Accreditation is valid for three years, subject to Annual Reviews taking place in July, 2024 and in July, 2025.

I would like to thank you for hosting the assessment against the Families First Quality Award with SEND Standards via Microsoft Teams.

Sue Lee

Registered FFQA Assessor for Assessment Services Ltd.

7th July 2023

# 7. COMPLIANCE AGAINST THE FFQA - SEND STANDARDS FOR SCHOOLS (AS OF SEPT 21) STANDARD

## 1 - Welcoming Families

Element	Accreditation
1.1	● Sufficient relevant evidence
1.2	● Sufficient relevant evidence
1.3	● Sufficient relevant evidence
1.4	● Sufficient relevant evidence
1.5	● Sufficient relevant evidence
1.6	● Sufficient relevant evidence
1.7	● Sufficient relevant evidence
1.8	● Sufficient relevant evidence
1.9	● Sufficient relevant evidence

## 2 - Valuing parents / carers

Element	Accreditation
2.1	2.1.1 ● Sufficient relevant evidence
	2.1.2 ● Sufficient relevant evidence
	2.1.3 ● Sufficient relevant evidence
	2.1.4 ● Sufficient relevant evidence
	2.1.5 ● Sufficient relevant evidence
	2.1.6 ● Sufficient relevant evidence
	2.1.7 ● Sufficient relevant evidence
2.2	● Sufficient relevant evidence
2.3	● Sufficient relevant evidence
2.4	● Sufficient relevant evidence
2.5	● Sufficient relevant evidence
2.6	● Sufficient relevant evidence
2.7	● Sufficient relevant evidence
2.8	● Sufficient relevant evidence
2.9	● Sufficient relevant evidence
2.10	● Sufficient relevant evidence
2.11	● Sufficient relevant evidence
2.12	● Sufficient relevant evidence

## 3 - Informing parents / carers

Element	Accreditation
3.1	● Sufficient relevant evidence
3.2	● Sufficient relevant evidence
3.3	● Sufficient relevant evidence
3.4	● Sufficient relevant evidence
3.5	● Sufficient relevant evidence
3.6	● Sufficient relevant evidence
3.7	● Sufficient relevant evidence
3.8	● Sufficient relevant evidence
3.9	● Sufficient relevant evidence
3.10	● Sufficient relevant evidence
3.11	● Sufficient relevant evidence
3.12	● Sufficient relevant evidence
3.13	● Sufficient relevant evidence

#### 4 - Working with partners to support families

Element	Accreditation
4.1	● Sufficient relevant evidence
4.2	● Sufficient relevant evidence
4.3	● Sufficient relevant evidence
4.4	● Sufficient relevant evidence
4.5	● Sufficient relevant evidence
4.6	● Sufficient relevant evidence
4.7	● Sufficient relevant evidence
4.8	● Sufficient relevant evidence

#### 5 - Listening to families

Element	Accreditation
5.1	● Sufficient relevant evidence
5.2	● Sufficient relevant evidence
5.3	● Sufficient relevant evidence
5.4	● Sufficient relevant evidence
5.5	● Sufficient relevant evidence
5.6	● Sufficient relevant evidence
5.7	● Sufficient relevant evidence

#### 6 - Meeting the needs of Families

Element	Accreditation
6.1	● Sufficient relevant evidence
6.2	● Sufficient relevant evidence
6.3	● Sufficient relevant evidence
6.4	● Sufficient relevant evidence
6.5	● Sufficient relevant evidence
6.6	● Sufficient relevant evidence
6.7	● Sufficient relevant evidence
6.8	● Sufficient relevant evidence
6.9	● Sufficient relevant evidence
6.10	● Sufficient relevant evidence
6.11	6.11.1 ● Sufficient relevant evidence
	6.11.2 ● Sufficient relevant evidence
	6.11.3 ● Sufficient relevant evidence

**7 - Supporting parents / carers to access early education for their children (Only Applicable to providers of grant funded early education on behalf of the LA)**

Element	Accreditation
7.1	● N/A
7.2	● N/A
7.3	● N/A
7.4	● N/A
7.5	● N/A
7.6	● N/A

**8 - SEND STANDARD 1 – The Local Offer (SEN Information Report)**

Element	Accreditation
8.1	● Sufficient relevant evidence
8.2	● Sufficient relevant evidence
8.3	● Sufficient relevant evidence
8.4	● Sufficient relevant evidence
8.5	● Sufficient relevant evidence
8.6	● Sufficient relevant evidence
8.7	● Sufficient relevant evidence
8.8	● Sufficient relevant evidence
8.9	● Sufficient relevant evidence
8.10	● Sufficient relevant evidence

**9 - SEND STANDARD 2 – Education, Health and Care**

Element	Accreditation
9.1	● Sufficient relevant evidence
9.2	● Sufficient relevant evidence
9.3	● Sufficient relevant evidence
9.4	● Sufficient relevant evidence
9.5	● Sufficient relevant evidence
9.6	● Sufficient relevant evidence
9.7	● Sufficient relevant evidence

**10 - SEND STANDARD 3 – Continuous Improvement**

Element	Accreditation
10.1	● Sufficient relevant evidence
10.2	● Sufficient relevant evidence
10.3	● Sufficient relevant evidence
10.4	● Sufficient relevant evidence
10.5	● Sufficient relevant evidence
10.6	● Sufficient relevant evidence
10.7	● Sufficient relevant evidence
10.8	● Sufficient relevant evidence
10.9	● Sufficient relevant evidence

**11 - SEND STANDARD 4 – Participation and Inclusion**

Element	Accreditation
11.1	● Sufficient relevant evidence
11.2	● Sufficient relevant evidence
11.3	● Sufficient relevant evidence
11.4	● Sufficient relevant evidence
11.5	● Sufficient relevant evidence
11.6	● Sufficient relevant evidence
11.7	● Sufficient relevant evidence
11.8	● Sufficient relevant evidence
11.9	● Sufficient relevant evidence
11.10	● Sufficient relevant evidence

**12 - SEND STANDARD 5 – Transition Planning**

Element	Accreditation
12.1	● Sufficient relevant evidence

Element	Accreditation
12.2	● Sufficient relevant evidence
12.3	● Sufficient relevant evidence
12.3.1	● Sufficient relevant evidence
12.3.2	● Sufficient relevant evidence
12.3.3	● Sufficient relevant evidence
12.3.4	● Sufficient relevant evidence
12.4	● Sufficient relevant evidence
12.5	● Sufficient relevant evidence
12.6	● Sufficient relevant evidence
12.7	● Sufficient relevant evidence
12.8	● Sufficient relevant evidence

### 13 - SEND STANDARD 6 – Well trained staff

Element	Accreditation
13.1	● Sufficient relevant evidence
13.2	● Sufficient relevant evidence
13.3	● Sufficient relevant evidence
13.4	● Sufficient relevant evidence
13.5	● Sufficient relevant evidence
13.6	● Sufficient relevant evidence
13.7	● Sufficient relevant evidence