



HOPE VIEW SCHOOL

FIRM, FAIR, FRIENDLY, FUN

School Information

Hope View School is owned and operated by Carmichael Education Ltd
Registered No: 5446414
Directors: Mr M and Mrs C Lorne

DFE Number: 886/6123



Hope View School

*Our Mission Statement is:
To educate and encourage young people to
value their lives and place in society
whilst offering a unique educational and
social experience through a Firm, Fair,
Friendly and Fun approach.*

Let education be your future.

Hope View School

Values, Aims and Mission Statement

Our Mission Statement is:

To educate and encourage young people to value their lives and place in society whilst offering a unique educational and social experience.

Hope View School is an Independent Special School for boys with special educational needs including behaviour, emotional, social and learning difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorders (ASD) or Asperger's Syndrome and moderate learning difficulties.

The school is equipped to accommodate up to 130 pupils aged between 7 and 18 years old across both sites.

Aims – for all members of the School community we aim to:

- ✓ Provide a learning environment that encourages the highest level of personal attainment and achievement so that all individuals fulfil their potential
- ✓ Encourage all individuals to have the highest expectations and aspirations
- ✓ Provide outstanding care and support
- ✓ Uphold commonly-held, traditional values
- ✓ Develop in all individuals, commitment, co-operation and loyalty to the values of the school and to other people
- ✓ Encourage all individuals to respect the environment and other people, both at school and within the wider community

A statement of values:

Education influences and reflects the desired values of society and the kind of society we want to be. As members of the School community we recognise a broad set of commonly-held, formal values that underpin the school curriculum and life at the school.

- The values and aims of the school are closely linked. The aims of the school provide the essential context within which the school functions.
- Valuing ourselves as individuals within a caring school community.
- Valuing the highest levels of academic attainment, personal achievement and aspirations for life.
- Valuing the family, friends, wider groups to which we belong and other members of society.
- Promoting commonly-held, traditional values.
- Valuing the environment and the world in which we live.

In support of our values and aims, we have a series of aspirations which we intend to fulfil through the development of the school's unique and specialist culture. We intend to deliver these through the effective enactment of our school and community development plan.

We will:

- Offer an educational and social experience entirely different to that which pupils have received in previous settings.
- Improve the quality of teaching and learning through the effective management of pupils. We see this as vital to raising standards across the curriculum.
- Help our pupils to understand that their full participation is key to any future success, the bedrock of which is founded upon Acceptance, Accountability and Responsibility.
- Provide opportunities for our pupils to experience the full expanse of education through valued experiences
- Build relationships with other schools thus creating the opportunity to share good practice.

- Share a close working relationship with parents and carers of our pupils in search of continuity of positive influences whilst bringing about effective change to the lives of our pupils.
- Raise the expectations of success amongst our pupils, their parents and the community at large, particularly with regard to their social and educational development.
- Involve local businesses, industry and organisations in helping to effectively prepare pupils to progress into employment, uniformed services, further training or higher education, according to their individual abilities, aptitudes and ambitions.
- Promote an educational culture that is enterprising, vocational and innovative. This culture will form the ethos of the school underpinned by a therapeutic and caring approach.
- Provide impartial and comprehensive careers advice and events via our in-school Careers Advisor and in conjunction with Talentino, a careers advice organisation specifically for pupils with SEND.
- Maintain contact with pupils following the end of their statutory education. The aim of this is to monitor them as they begin to make their way into adulthood after full time education.
- Maintain a Firm, Fair, Friendly approach to working with pupils whilst making sure learning and school life has elements of Fun.

We believe our method of educating young people with emotional, social and behavioural difficulties is of the highest calibre for the following reasons:

- It has been proven, since Hope View was established in November 2007, that our methods are a success. Evidence of this can be found from the feedback of current pupils, parents and carers, past pupils, local authorities and other relevant agencies.

Curriculum Model

Aims

Hope View School will provide a curriculum, which inspires, challenges and safeguards all our pupils, and enables them to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a socially and economically positive contribution to society

Successful learners:

- Have the essential learning skills of literacy, numeracy, and information and communication technology
- Are creative, resourceful and able to solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals:

- Have a sense of self-worth and believe in themselves
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities

- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens:

- Are well prepared for life and work
- Are enterprising
- Are able to work co-operatively with others
- Respect others and act with integrity
- Understand different cultures and traditions and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Maintain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Feel that they can change things for the better

Pupils achieve these aims through the following subject areas:

KEY STAGE 2

Literacy, Numeracy, Science, Information Communication Technology (ICT), History, Outdoor Learning, Physical Education, Music, Art, Cooking, Religious Education and Personal, Social, Health and Economic Education (PSHEE), Behaviour Management. In addition to these subjects, pupils also participate in Sensory Circuits and Social Development.

KEY STAGE 3

English, Maths, Science, Media, Information Communication Technology (ICT), History, Physical Education, Music, Art, Cooking, Construction and Personal, Social, Health and Economic Education (PSHEE), Behaviour Management, Forest School, Modern Foreign Language (Spanish).

KEY STAGE 4

At Key Stage 4, all students study the statutory areas of Maths, English, Science, PSHEE as well as, History, ICT, Modern Foreign Language (Spanish), Forest School and Physical Education. They have the option to take music lessons and all take part in cooking, construction, film studies and art for one lesson a week. Additionally they have

a behaviour management lesson each week as well as Life Skills and Skills and Services.

GCSE Studies and other qualifications

At Key Stage 4, pupils will be entered for GCSEs in English Language, English Literature, Maths, History, Media and Science if they are capable of accessing these qualifications. Alternatives where this is not the case include Functional Skills or Entry Level Certificate in English, Science and Maths. The European Computer Driving Licence (ECDL) is studied by all pupils at Level 2 and/or 3.

Post 16

Due to the needs of the pupils who attend Hope View School, most GCSE courses are taught over a three year period instead of two. This means that Post 16 provision also encompasses a continuation of the GCSE courses studied at Key Stage 4. The Duke of Edinburgh Bronze Award is part of the Key Stage 4 and 5 curriculum. There is also the opportunity to study Horse Care Level One at Chalkhill Farm in Canterbury. An additional careers and life skills session is also timetabled once a week in school.

Class Structure and Support

Pupils are set according to ability levels rather than age. In the upper school, lessons are taught by subject specialist teachers with the support of at least one teaching assistant. In English, maths and science lessons, teaching assistants are also subject specific. In the lower school, pupils are class based with an allocated teacher. Classes have either one or two teaching assistants assigned depending on the needs of the pupils.

Interventions

Many of our pupils join Hope View with gaps in their knowledge and education. Often their National Curriculum levels of progress and achievement are below the age related expectations. We run intervention programmes, including Sounds Write and Numeracy Ninja, to improve Literacy and Numeracy Levels throughout the school for those pupils who need to develop these skills.

Behaviour and Social Development Management

This is an area that all our pupils benefit from support with and is taught as a discrete subject to all classes, once a week. Where a pupil encounters difficulties which require a greater level of support, this is provided through either smaller group work or one to one sessions with the Pastoral Support staff or in sessions with the school therapists. Again referral for these sessions is made via the school SENCO. Often a significant amount of time is needed for behaviour interventions to be effective before evidence of academic progress becomes apparent.

Physical Education

All pupils in Key Stages 2, 3 and 4 are expected to participate in the timetabled weekly PE lessons. At Key Stages 3 and 4, all PE lessons are take place off site. A small number of skill based PE lessons for KS2 pupils are conducted on the school premises. Pupils are transported to off site establishments by school minibus. All of these provisions are equipped with changing rooms and showers however, on PE days, pupils are required to wear PE uniform to and from school. In the Lower School, pupils participate in Sensory Circuits three times a week.

The following offsite provision is used by the school:

Simon Langton Boys School, Canterbury – swimming pool

Kent County Cricket Ground, Canterbury – sports hall and G8 pitch

Kings Recreation Ground, Canterbury – sports hall & swimming pool

Aire Trampoline, Canterbury – trampolining (mainly KS2)

Chilham Recreation Ground – Playing field

Kingsmead Leisure Centre – Sports Hall

Chartham Playing Fields

Kingsmead Leisure Centre, Canterbury

PSHEE and Careers Education:

PSHEE and Careers Education is delivered through:

- Discreet, timetabled lessons
- All subject schemes of work, as a cross-curricular approach
- Mentoring
- Contribution of visiting specialists
- Whole-school events
- Assemblies

Additional Support Services and Interventions

These services and interventions are provided as part of the whole school package:

Dramatherapy, art and talking therapy – provided by Rowan Tree Dramatherapy

Speech and Language Therapy – provided by the East Kent Speech and Language Therapy Team at the Chilham site and by our independent Speech and Language therapist at the Chartham site. In addition to this service we have a speech and language

teaching assistant who carries out intervention work with pupils under the guidance of the therapists.

Occupational Therapy assessments – provided by independent third party if required.
Educational Psychologist assessments – provided by independent third party if required.

School Improvement and Development

The school has a strong senior leadership team working across both sites. Internal monitoring, quality assurance and moderation processes are led by the Headteacher and Assistant Headteacher throughout the academic year. The school works closely with an independent School Improvement Advisor who quality assures the aforementioned processes as well as monitoring and reporting on the implementation of the school's safeguarding procedures.

The advisor also supports the Headteacher and Assistant Headteacher in the strategic management of school systems such as the school improvement plan, compliance with the Independent Schools Standards and Ofsted regulations/framework.

Premises and Resources

Hope View Upper School is situated in Chilham, located mid way between Canterbury and Ashford in Kent. Hope View Lower School is in Garlinge Green just outside Chartham.

Both sites are within close proximity of the towns of Ashford, Maidstone and Canterbury. It is within easy reach of the M2 and the M20. Chilham train station is situated on the same road as the school with a direct link to Ashford International and London Charing Cross train stations. Chartham train station is approximately 5 minutes by car from the Lower School site.

The Upper School site originally opened in 2007. This has been fully developed to include the following:

- 8 classrooms including an IT Suite and a purpose built Science Laboratory
- Kitchen
- Forest School and Construction Workshop
- Counselling Room
- Ample playground space
- Large hall

In April 2019 additional premises in Chartham were acquired to provide KS2 pupils with their own site. The Lower School site opened in January 2020 and consists of:

6 Primary Purpose Classrooms

IT Suite

Library – under development

Art Room

Counselling Room

Large playground and ample outdoor space in a rural setting.

School hall.

Kitchen.

Each classroom can accommodate a maximum of ten pupils.