



Hope School and College and College SEN Information Report



1. What kind of special educational needs are provided for at Hope School and College?

Hope School and College is an outstanding (Ofsted June 2014) maintained community special school catering for students aged 2-19 with severe and complex needs. We are the designated school in Wigan for all students with Profound and Multiple Learning Difficulties (PMLD) with complex medical needs (CMD). We also cater for students with Severe Learning Difficulties (SLD) and an increasing number of students (approx. 33%) on the Autistic Spectrum (ASD). Generally, students are admitted from their formal nursery year (the September before they turn 4) unless they are eligible for Class 1 (PMLD and Complex Medical Needs) where they can be admitted from the term after they turn 2.

We also have the following term time provision:

- Private mainstream nursery for children aged 2-4.
- The Grange: 19-30 provision for young adults with PMLD and Complex Medical Needs.
- The Hamlet: 19-25 provision for young adults who are independently competent, are working within Entry 1 or above and are striving to aim for possibly voluntary or full time unsupported employment.

The Grange and The Hamlet provisions are funded by Social Care and are not educational provision.

More details can be found about all our provisions on our website www.hope.wigan.sch.uk

2. How does Hope School and College identify and assess my child's special educational needs?

Student's needs are usually identified before they enter Hope School and College. All students will have an Education Health and Care (EHC) Plan. A very small number of students maybe placed by the Local Authority on an assessment place without an EHC Plan whilst we assess their needs and what provision they require. This will be at the discretion of the Local Authority in consultation with our Headteacher.

If you feel your child's EHC Plan needs adapting and/or updating at any time, you can discuss this with the Headteacher or SENCO anytime. The EHC Plan will formally be reviewed during their Annual Review meeting.

Staff regularly monitor and review the progress and development of all students. Should further needs be identified, or where progress gives cause for concern, staff will work in partnership with parents / carers and a range of agencies across Education, Health and Care to develop a plan to ensure students receive the right levels of support and continue to make progress.

Each student has an IDP (Individual Education Plan) where individual targets set and developing skills are identified. We continue to use Early Years Foundation Stage, P Levels, National Curriculum levels, the Achievement Continuum and Entry Level assessments to target and monitor progress on a regular basis throughout the year.

We are very delighted in the fact that many of our procedures and practices have been both commended and shared by local and other authorities. As such, other schools are either using our practices or adapting our strategies in their own establishments. These include :

- highly effective use of B squared (a small steps assessment tool)
- in-house assessment system to measure percentage of achievement
- an in depth assessment package which is monitored rigorously on a regular basis throughout the year
- implementing the new curriculum pathway
- development of functional skills across all departments
- individual targets and target review procedures
- liaison between education and other service providers
- continuous liaison between home and school
- involvement of students in own target setting and reviews where appropriate
- we continue to promote the importance of a multi therapy cohesion and have received positive feedback from Mike Ellis (SIP co-ordinator for Special Schools and Inclusion) as part of his evaluation review on how schools co-ordinate the therapy services
- An assessment tool for measuring progress in Functional Skills in line with B squared and QCA

3. How is the decision made about what type and how much support my child will receive?

Your child's EHC plan, issued by the Local Authority, will determine the level of support needed. When the Local Authority consult with us regarding the appropriateness of admission, our Headteacher will determine which class group would best meet the needs of the student.

The class teacher then decides the level of support for individual students from within the class team. Our classes are generally supported on a 1:3 ratio. For those students where assessments and tracking indicate additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times. Parents / carers will be involved in discussions.

If the evidence suggests that even higher levels of support / reduced ratios maybe required, this is agreed by senior leaders to determine if the support can be provided from within the schools resources. (Due to the high levels of staffing in each class this is not required very often). In extreme circumstances, we may request additional support be provided from the Local Authority.

4. How will Hope School and College staff support my child? What specialist services and expertise are available / accessed by Hope School and College?

Our current class sizes are increasing. We provide a high staff to student ratio to support the diverse needs of all individuals across school. Students are taught as a whole class, small group and 1:1 where needed.

Staff have liaison time on a weekly basis to discuss students in each class, share strategies and develop resources.

Individual Development Plans are set for each student on a termly basis and are continually tracked and monitored to ensure success and challenge whilst involving a multidisciplinary approach with other agencies involved. Where appropriate, students are encouraged to be involved in their own target setting and review process.

All staff work as a united team, ensuring individual needs of all students are met. The class teacher is responsible for overall assessment of pupil progress however we encourage all students to work with a range of staff to build and develop relationships.

To ensure all aspects of development have a major impact on your child's future progress, we liaise closely with multi agency professionals across Children and Adult Services, including but not exhaustive to: Physiotherapy, Speech Therapy, Occupational Therapy, Children's Community Nursing Team, Learning Disability Nursing Team, Social Care, Paediatrician, Dietician, Ophthalmology, Educational Psychology, Targeted Education Support Team and Specialist Sensory Education Team. The Paediatrician arranges clinics onsite to ensure students are seen with ease and that parents can come to school to see the doctor/consultant as opposed to taking the students out of school, which can often be difficult or distressing for some of them.

Weekly meetings between our head teacher, deputy head and therapy staff ensure that strategies can be introduced, resourced and implemented within the context of the 'school day'.

The school has a hydrotherapy pool, multi-sensory studio, soft play area, sensory garden as well as play equipment. We also offer Rebound Therapy, Nurture, Play Therapy and sensory input via our Busy Body rooms on a needs led basis. These are timetabled according to priority of need by Senior Leaders in consultation with parents /carers and professionals. The school also has a mini bus to support our learning curriculum.

We also offer inclusion links for some students at other schools within the borough:

- Marus Bridge Primary School
- Highfield Primary School
- Winstanley Primary School
- Cansfield High School
- John Rigby Sixth Form College

Examples of our WHOLE SCHOOL approach to supporting students:

- Individualised communication routes
- Individualised IDP tracked, monitored and assessed on a termly basis
- Differentiated lessons
- Out of School activities to support and develop progress
- Networked planning
- Ongoing assessment, tracking and monitoring
- Positive behaviour management
- Excellent ICT resources including iPads/communication aids/white boards in all classes / soundfield systems in all classes
- Access to specialised areas such as soft play, multi -sensory studio/ age appropriate outdoor ‘play’ areas /
- Access to enrichment experiences
- Multi-agency meetings
- Risk Assessments relating to specific activities

INDIVIDUAL/GROUP TARGET SUPPORT :

- English and Maths support groups
- Communication passports
- Communication systems i.e. PECS / PODD / iPad / Eye Gaze
- Visual timetables
- Specific Behaviour Programmes
- Strategies to support behaviour
- Sensory diets
- Individual Health Care Plans
- Team Teach Strategies
- SMART Platform
- Postural Management Programmes
- Some students may access specific programmes / activities based on their individual needs. Decisions relating to these will be made by Senior Leaders in consultation with parents and professionals involved and will be reviewed on a termly basis i.e. warm water programmes/swimming/athletics/sensory areas/local college inclusion/work experience placements/community cohesion/running a café.
- We work with the Inspiring Healthy Lifestyles team who support our students with nutrition and healthy living; physical activities; after school sports clubs and Rebound sessions. Not all of these activities are delivered on site at school or college.

Choices are built into the school day across the full range of activities and for students of all abilities, the impact being that this promotes independence and raises levels of self-esteem with students being encouraged to take responsibility for their own behaviour. Students have strong relationships and are respectful of each other. This encourages an interest in improving communication skills as well as developing a multi- sensory approach.

Medication is administered in line with our medical policy and the student's health care plan. Additional training is organised for staff supporting students with medical needs. This is personalised to meet each student's individual needs.

The school governors are ultimately responsible for the progress and attainment of all the students although they delegate this responsibility to the Headteacher. Governors receive collated and anonymised data about the progress of cohorts of students and hold the Headteacher to account.

All students have an Annual Review of their Education, Health Care Plan (6 monthly if under the age of 5), inviting all professionals that we are aware are involved with the student. This will also incorporate an annual report to parents / carers of the student's progress over the past 12 months.

5. How will the curriculum offered at Hope School and College be matched to my child's needs?

We have recently reviewed our curriculum pathways enabling students to become happy, emotionally secure adults via one of 3 paths:

Sensory Pathway – Students will respond to living in a multisensory world in a positive way. They will have, or have experienced, skills to participate and contribute to a community life, enjoying a range of experiences with support alongside their peers.

Life Skills Pathway – Students will make supported choices and access a wide range of community projects with increasing independence. They will have the skills to contribute in a positive way within their community.

Aiming for Independence – Students can access supported or independent employment and living. They will have the skills to communicate their needs and wants independently. They will have the skills to continue to learn in their local environment and wider communities.

We offer high quality personalised learning with continuous assessment to ensure individualised learning with an emphasis on students being independent as a learner and young person.

Spiritual, Moral, Social and Cultural Development and British Values / Enrichment Opportunities and Creativity run through all these areas and provides the breadth, balance and wealth of opportunities we continually provide.

Regardless of the pathway being followed, we adopt a curriculum that primarily focuses on 3 prime areas: Communication and Language; Personal, Social and Emotional Development and Physical Development. We believe if students make progress in these areas, it lays the foundations for them to make progress in the remaining areas of our curriculum: Literacy; Problem Solving; Knowledge and Understanding of the World and Expressive Arts. Further details can be found on our website www.hope.wigan.sch.uk.

Our curriculum is based on the Early Years Framework, The National Curriculum and Entry Level Accreditations which have been adapted to enable access for all students. Within this framework we have also implemented a Multi –Sensory Curriculum alongside an Achievement Continuum enabling our students with Profound and Multiple Learning Difficulties access and routes for continued progression.

The Hope Early Years Centre and the Hope Children Centre have both been graded as Outstanding in their respective Ofsted Reports. The Early Years Curriculum was deemed to be highly effective as well as receiving Best Practice Award from the Wigan Early Years and Children Care Partnership – ‘It is carefully planned to meet the needs of young children with severe learning difficulties and children who transfer to mainstream primary at reception’. Other qualities reported in the Outstanding Ofsted Report :

- Children stay healthy and follow good hygiene practice and are aware of healthy eating
- Extremely welcoming, secure and safe environment
- Children are well protected as staff access child protection training following the correct procedures
- The quality of teaching and learning is Outstanding
- Children are valued, included and have individual needs met in an exemplary manner
- The quality of leadership and management of the nursery is Outstanding

Early Years track and assess through EYFS / Development Matters and EYFS B Squared via the same principles as monitored through school.

Please note that the Children’s Centres across the borough have become Start Well Centres and are located in different locations across the borough. As such we are no longer a Children’s Centre.

Students across the primary and senior departments have full access to the curriculum differentiated for each individual, with class groupings organised primarily to chronological year groups.

PMLD students in specific classes work on a thematic multi-sensory curriculum which was instigated, planned and implemented by a school working party. The assessment tool which runs alongside this programme highlights the progression each pupil is achieving as well as identifying the QCA and Achievement Continuum level he/she is working within. The impact being that we can highlight the small progression steps of students working within P1 – P3 levels. These students would follow the sensory pathway.

College prides itself in providing individualised learning opportunities for all our students. Students make individual choices about their learning pathways and accreditation. The three-year programme ensures that students have a broad and balanced curriculum that supports their Individual Development Plan.

College offers a curriculum that includes a wealth of vocational options, world of work placements, health and fitness opportunities and independent living skills. Core subjects including Functional English, Mathematics, ICT and PSHE + C are embedded throughout all aspects of the college curriculum.

We offer personalised external accreditation pathways in which students work on individualised units of accreditation – including students who require a sensory curriculum. Units are combined to offer students the opportunity to gain recognised qualifications.

Students work towards the Duke of Edinburgh Award scheme which requires them to complete different elements including skill, physical, voluntary and choice. Students also take part in an expedition.

College recognises the importance of working with other providers in supporting the post 19 transition of our students. We work with a range of post 19 providers, accessing their facilities and expertise to offer options including:

- Small animal care
- Performing arts
- Media
- Catering
- Independent Living Skills
- Art & Design
- Hair and Beauty
- Construction
- Horticulture
- Fish Breeding and Management

College also has an exciting new development in ‘The Hut,’ a purpose built travelling shop that provides a wealth of opportunities for our students. In Year 14 Students take part in visits to Post 19 providers to enable them to make informed choices about life after college.

6. How will both you and I know how my child is doing and how will you help me to support my child’s learning?

It is very important to us at Hope School and College that parents and families feel confident in what we provide and that we can nurture good relationships. Ensuring we have as much information as possible is vital to enable us to offer the appropriate learning experiences for each individual to develop to their full potential. We actively encourage partnership and communication between home and school. Please contact us if you wish to discuss your child’s progress and / or support.

If ever you have questions or feel you need support, we have an open door policy throughout school and college, however sometimes it might be necessary for an appointment to be made for you to come and chat with the class teacher, SENCO, or Senior Leader at a mutually convenient time. There are also opportunities for daily communication via home/school diaries. Some staff communicate with parents / carers via Class Dojo, which is a secure app.

All students throughout school and college have an IDP (Individual Development Plan) which will identify measurable targets which are regularly reviewed, monitored and updated as appropriate via :

- weekly liaison meetings with class staff
- weekly department meetings
- liaison meetings with therapy staff
- meetings between our assessment co-ordinator and class staff to ensure continuous progress

Some students also have sensory diets, behaviour plans and/or strategies to support them within their learning and to manage their behaviour. These, like the IDP's, are sent home for parents to comment and support. We believe that in consultation with parents/carers we can establish a consistent approach which can only be beneficial to the ongoing individual's progress.

Parents can also discuss progress at Parents Evenings (October and July). In addition, every student will have an Annual Review of their EHC Plan (or 6 monthly if your child is under 5 years old). You will be asked for your views as part of the review and you will be sent reports detailing your child's progress across the curriculum and progress towards the outcomes in their EHC plan.

The impact being that students are consistently monitored to ensure they are 'on track' and if need be intervention strategies can be implemented immediately to ensure consistent progress. Our rigorous tracking system alongside liaison with parents and professionals is paramount to continued achievements.

7. What support will there be at Hope School and College for my child's overall wellbeing?

As a school and college we are passionate about the wellbeing of students and staff. Students' wellbeing and emotional health is as important as their academic progress. We have been involved Emotional Friendly Schools training and are looking to promote this further. We promote students who are resilient and confident with increasing independence and a positive attitude to life.

Every student has a Pupil Profile outlining their interests, needs and abilities. This is updated each year with information from parents and staff assessments. Student's personal likes such as cartoon characters, favourite toys etc. are used as motivators and rewards throughout the school day. This increases the chance success and adds to the student's enjoyment of school. Close communication with parents/carers are key contributors to this.

A member of staff coordinates support for students who may require additional interventions for their emotional wellbeing including Play Therapy, Nurture and Lego Therapy.

Parent/Carers should speak to their child's class teacher or a senior leader in the first instance if they are concerned regarding their child's health, wellbeing or academic progress. Ultimately a multiagency review could be requested.

Whole School response

- Welcoming learning environment in which everyone is valued

- Positive adult role models with a 'can do' approach to learning and life
- Focus on developing independence, confidence and self esteem
- Personal Social & Health Education is a core curriculum subject
- 1:1 work with key identified staff to support emotional development
- Sex and Relationship Education (SRE) is delivered in small targeted groups to students from Year 6 onwards or in response to individual needs
- Students have individual health care plans

Specialised Individual Support

- We have a member of staff who is a fully qualified play therapist in the Primary Department. We also have a member of staff who delivers nurture provision to Seniors.
- If students present with possible emotional and mental health concerns, with support from parents, a referral can be made to other agencies for additional support i.e. Educational Psychologist, NHS clinical psychologist, CAMHS etc.

8. What training do the staff supporting my child have, or are having?

All staff at Hope School and College are continually accessing training and support to meet the needs of all our students, this will be individually tailored in line with staff and student needs. We have a rolling programme of training for all staff which includes:

- Safeguarding
- Health and Safety
- Resuscitation and First Aid
- Team Teach
- Positive Handling
- Communication
- ICT
- General Data Protection Regulations (GDPR)

Depending on the needs of students, staff are trained in specific areas dependent on the needs of student. Where needs arise we will train staff to ensure that students needs are cared for and that they can all access the curriculum equally.

We are currently working as a whole school towards Autism Accreditation with the National Autistic Society.

WHOLE SCHOOL

- Induction programme for all new staff

- All staff access statutory Inset Days
- Curriculum development and implementation
- Specific training in-line with School Development Plan e.g. Autism / New Curriculum etc.

INDIVIDUAL/GROUP TARGET SUPPORT :

- Administration of medicines specific to individual needs (gastric feeding / management of seizures etc.)
- Communication : PODD (Pragmatic Organised Dynamic Display), PECS (Picture Exchange Communication System), Signalong, Total Communication environment, Talking Mats)
- Intensive Interaction
- Eye Gaze
- Smart Platform
- Early Bird
- Rebound Therapy
- Music Therapy
- We support independent travel for appropriate students in liaison with the student and their parents.

Details of training undertaken throughout each year are recorded and shared with the Governing Body on an annual basis. Further details are available upon request.

9. How will my child be included in activities outside the classroom, including school trips?

All students can access out of school activities as part of the curriculum. These may be related to current topics or linked to functional skills. The number of trips and may vary depending on the age and needs of the students.

Residential trips are offered in the senior department and parents are asked to pay as these are additional to the curriculum.

Within college, students are given the opportunity to visit a number of providers to gain experience and support transition.

All trips and residential opportunities are covered by a written risk assessment, agreed by senior leaders.

10. How accessible is the environment at Hope School and College?

We are a single storey school across 3 buildings. Each building is equipped with disabled toilets, showers and changing facilities. The bathroom areas are equipped with either ceiling or manual hoists.

Signs and symbols are used throughout the school environment and throughout the school day to enable students with literacy and communication difficulties to access the school environment and curriculum.

A range of specialist equipment to meet the assessed needs of students is available throughout school and staff are trained in its use e.g. communication aids, seating and standing frames for postural management to aid access to learning.

There are disabled parking spaces identified around the 3 buildings with covered disabled parking clearly identified at the front of the main building. There are areas designated for parents, taxi and minibus drop off and collections.

Main access doors in school are electronically controlled enabling students to press a pad to open doors independently with supervision to ensure safeguarding is in place. The school is secure in that there are coded/electronic doors and all visitors are electronically signed in at the main reception. Electric gates have been installed at the main exit. Main external doors are either secured via buzzers to the main offices or have alarms.

We have access and equality plans which are available on request from the main office.

11. How will the school prepare and support my child to join Hope School and College or transfer to a new school?

The transition process usually starts with visits from the parents and prospective students. This is an informative look round to assist in their decision about the next steps.

Depending on the age of your child and their needs we will either look to arrange either a home visit or a preadmission meeting prior to starting to ensure you have all the relevant information about their transition. This is an opportunity for parents/carers to ask questions on a 1-1 basis, meet the staff whilst planning for students to meet 'new friends' and look at their 'new' environment. We will also invite other relevant professionals across Education, Health and Social Care who are involved. The key professionals usually include Children's Community Nursing Team, Therapy Staff, and Social Care as appropriate, however we will invite all those felt appropriate.

Parents are also requested to complete an 'All about Me' form to inform us of various other factors such as siblings and relatives names / favourite foods and toys / hobbies etc. We will also request that you provide any emergency contacts, details of medications and a range of consent forms.

During the year, in addition to parents' evenings and annual reviews, some classes may host coffee mornings enabling parents and students to socialise. We also arrange a variety of social functions.

Around June/July parents/carers are informed of the new class their child will be in from September. There will also be an open evening (usually in July) where parents can come to meet any new staff and visit new classrooms whilst getting an update from current staff on progress. This is often also a social event where parents/carers can bring family members and siblings and is an opportunity to meet other families. Students also have transition days spending time with their new class group. We have found this to be very successful in familiarising a student with their new team and reducing any anxiety about their new class.

A similar process is in place if your child were to transfer from Hope School or College to an alternative setting. As a parent, if you wish for your child to transfer to an alternative setting, please contact our Headteacher, Deputy Head or SENCO to discuss this further.

During key transition years (Year 6, Year 11) your child's Annual Review meeting is held in the Autumn Term and the transition to the next key stage is discussed. During the summer term of Y6 and Y11, a further review will be held to ensure arrangements are in place for a smooth transition to the next department.

For students approaching the end of college, their transition review will be held in the summer term of Year 13. This will ensure there is adequate time for planning future destinations whilst ensuring appropriate services are in place. During Year 14, students visit a number of providers supported by familiar staff to help make informed decisions. Parents are closely involved in this process.

Transition information is provided to parents and students (where appropriate) when they move from the Primary Department to Seniors, and Seniors to College.

12. How does Hope School and College support students in preparing for adulthood, independent living and the next phase of their education, training or employment?

It is very important to us at Hope School and College to ensure that we prepare our students for their next step in life. Discussions will begin at your child's annual review from Year 9 (age 14) onwards. This will be discussed in a sensitive way, recognising that young people and their family will be at different stages in their thoughts about adulthood. Parents are given the opportunity to share their views in relation to preparing for adulthood on the AR3 – Parental Views form, which is sent home before each annual review. Students will be asked their views in relation to work, life, community and health, from Year 9 onwards.

A great deal of emphasis is spent implementing individual progression routes to develop self- help and independence:

- Our individual progression pathways include a range of links within our local community and with post 19 providers enabling students to gain first-hand experience of life after college and make decisions about their future.
- We provide a positive learning environment where new skills can develop and students can apply them in everyday life.
- We encourage, support and challenge all to achieve and reach their full potential.
- We embrace individual needs and promote independence and self-esteem.
- Develop and support all to lead a healthy life.

- Provide a safe and secure and happy environment.
- Promote pro-active working partnerships with parents, carers and external agencies offering a multi-agency approach.
- Work in a multi-disciplinary way to attend to holistic needs of all our students and to support their families.
- Teach effective communication and independence.
- Utilise the community to enhance the learning curriculum and support practice as well as extending social skills.
- Develop student self-esteem, confidence and independence in preparation for challenges ahead in adult life.
- We provide an in depth transition package in consultation with the young person, their family, Education, Health and Social Care colleagues within both Children's and Adult's Services as appropriate.

Hope School and College have an Access Policy outlines our arrangements for providing students with information about education and training offers. This is applicable for students from Year 8 – 14 and includes:

- Careers Days
- Vocational Taster Days
- Options
- Enterprise Education
- Enterprise Challenges
- The Transition Event
- Enterprise, Volunteering and Employment (E.V.E) Work Placements
- Preparing for Work Accreditations

13. How are Hope School and College's resources allocated and matched to the needs of my child?

Each student receives support matched to their own level of need. Individual development plans are created in conjunction with students and parents/carers.

With permission from parents/carers, a request for assessment by the therapy teams will be made. Support from the therapy team will be based on their clinical assessment. The focus of support and resources is related to individual needs and circumstances.

Our school and college have many resources that allow us to support students effectively. Specialist resources are sourced when required to ensure individuals' needs are met. Many students already have specific pieces of equipment (wheelchair, standing frames, communication aids etc.) and these are used in accordance to the advice we receive from our Therapy Services. On occasions equipment needs replacing due to wear and tear or because an individual has outgrown it. This will be in conjunction with Therapy Services as not all equipment is the responsibility of the school or college.

The school will also purchase equipment to enhance learning experiences, such as ICT resources, interactive equipment, communication aids, sound beam etc.

Some students are eligible for Pupil Premium / PE and Sports Premium, which can provide additional resources. Further information is available on our website.

14. How are parents involved at Hope School and College? How can I be involved?

We encourage family engagement in ensuring a cohesive and progressive development for each individual student. Two-way communication is encouraged through the use of home / college planners. We strive to ensure that parents / carers feel that they can approach us directly with any concerns or problems so that issues can be resolved quickly.

Parents are encouraged to attend regular reviews of their son / daughters progress including the attendance at EHC Reviews, Parents Evening and Open Evening.

- We welcome family involvement in ensuring a cohesive and progressive development of each individual pupil / student
- All students' have a home school diary ensuring consistent 2 way communication link between home and school
- PMLD students also use Big Mac communication aids which encourage active participation
- Staff can contact parents if requested
- The school website is an excellent tool to access the schools current activities and programmes etc.
- Classes hold coffee mornings
- Some staff use Class Dojo to promote communication between home and school/ college.
- The school invites family and the community to attend assemblies and class performances throughout the year
- Parents can access training in various areas i.e. communication
- We have an active Parents Group run by parents of students in the school which meet weekly on a Wednesday morning in The Grange Building
- We run social events for the whole family to attend - Bingo Nights / Spring Fairs / Summer BBQ etc.
- Parents are encouraged to support students with any homework they may have which could be academic / developing social skills (tidy bedroom) or communication development.
- We also have parent representation on the school Governing Body

15. Who can I contact for further information?

For further information regarding SEND you can please contact the school office where you will be directed to:

Special Educational Needs and Disability Coordinator (SENDSCO):

- Shona Formby. If you need further advice you can ring to speak to Shona who is responsible for coordinating the support for children and young people with Special Educational Needs and Disabilities (SEND) across the school.

Headteacher: Sue Lucas; Deputy Headteacher: Pauline Lynch:

- Sue and Pauline have an open door policy and are happy to speak to parents at any time.

Tel: 01942 824150

Email: enquiries@admin.hope.wigan.sch.uk

Website: www.hope.wigan.sch.uk

For impartial advice, Parents are also able to contact:

- SENDIASS (Special Educational Needs and Disability Information Advice and Support Service). This service offers free impartial information, advice and support to families of children and young people 0-25 years who have SEN or Disabilities. Email: sendiass@embracewiganandleigh.org.uk Tel: 01942 233323.
- Embrace Wigan and Leigh provide a range of support for parents / carers and families including emotional support, Early Years Key Working, signposting to activities and support with some benefits. More information can be found at www.embracewiganandleigh.org.uk 01942 233323
- Wigan Parent Carer Forum supported by Parent Participation Coordinator, Lisa Aldred, is based at Embrace. This aims to engage as many parents / carers of children and young people with SEN or Disabilities in Wigan as possible to have their voices heard and to influence and develop changes with Education, Health and Care. More information can be found at www.embracewiganandleigh.org.uk 01942 233323

16. How should complaints regarding SEN provision be made and how will they be dealt with?

Initially, if you have concerns about the SEN provision your child is receiving you should contact school/college.

Depending on the complaint being made we will direct you to the appropriate person. We have a Complaints Procedure should parents require it and this can be obtained from the main office.

17. Wigan Council SEND Local Offer

Wigan Council have a Local Offer which is a directory of services they offer across the borough. This can be accessed at www.wigan.gov.uk

In addition, there is a Local Offer specifically for SEN and Disability

www.wigan.gov.uk/sendlocaloffer

Alternatively you can click the following link to find out further information about Wigan Council SEND provision:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>



The Autism Pathway and Service work with schools, teachers and parents to help support children with a diagnosis of Autism Spectrum Condition (ASC), you will find further information at the link below:

<https://www.wigan.gov.uk/Business/Professionals/Educational-support/ASC-Pathway-Service.aspx>