



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

Hope School and College continues to be an outstanding (Ofsted September 2018) 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. 36%) on the Autistic Spectrum (ASD). Generally, students are admitted from their formal nursery year (the September before they turn 4). However, the Local Authority are currently only placing students from reception 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: provision for 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.

NB, 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 may be 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 (Sue Lucas).

If you feel your child's EHC Plan needs adapting and/or updating at any time, you can discuss this with our Headteacher (Sue Lucas), Deputy Head (Pauline Lynch) or SENCO (Shona Formby) 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.

We use the Early Years Foundation Stage, Engagement Steps, Progression Steps, and Entry Level assessments to target and monitor progress on a regular basis throughout the year. Our curriculum pathway has 3 main areas: Sensory; Engagement and Life Skills; Aiming for Independence. We currently keep evidence to supplement assessments.

We are 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 engagement and/or progression steps (a small steps assessment tool)
- in-house assessment system to measure percentage of achievement, which is monitored rigorously throughout the year
- development of functional skills across all departments in line with B Squared and QCA.
- liaison between education and other service providers
- continuous liaison between home and school
- involvement of students in their own target setting and reviews where appropriate

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. If a place can be offered, 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 may be 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 may be required, this is agreed by senior leaders to determine if the support can be provided from within the school's 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?

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.

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.

We liaise closely with multi agency professionals across Children and Adult Services, including but not exclusively: Physiotherapy, Speech Therapy, Occupational Therapy, Children's Community Nursing Team, Learning Disability Nursing Team, Social Care, Paediatrician, CAHMS, Dietician, Ophthalmology, School Nursing Team, Educational Psychology, Targeted Education Support Team, Ethnic Minority Achievement Service 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. Some clinics and health input continue to be provided via alternative means during the pandemic (i.e. telephone, virtual), however each circumstance is considered on an individual basis by the service.

Fortnightly meetings between our head teacher, deputy head, SENCO and therapy staff ensure that strategies can be introduced, resourced and implemented within the context of the 'school day'. Termly Team Around the School meetings take place, coordinated by school, with invites sent to a wide representation of services from the Local Authority, Health and Social Care. These are used to problem solve issues that have been identified using a coordinated approach. Our drop-in sessions for parents with the Educational Psychologist have been put on hold during the pandemic, however if parents need more specialist advice / wish to discuss concerns relating to their child outside of school, we have liaised with the Educational Psychologist on an individual basis to determine the best way to provide support / advice.

Our school has a hydrotherapy pool, multi-sensory studio, soft play area, sensory garden as well as play equipment. We can also offer Rebound Therapy, Nurture, Play Therapy and sensory input via our Busy Body rooms. Access to these targeted provisions will be determined according to priority of need by Senior Leaders in consultation with parents /carers and professionals. Therefore, these provisions are not accessible to all students. The school also has a mini bus to support our learning curriculum. It should also be highlighted that during COVID-19 we have had to adjust, adapt and re-visit some areas and provisions to comply with health, safety and government guidance.

Our mainstream links for some students at other schools within the borough have been put on hold during the pandemic. Settings we have had links with include:

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

Examples of our WHOLE SCHOOL approach to supporting students:

- Individualised communication routes
- Individualised IDP (Individual Development Plans) tracked, monitored and assessed on a termly basis
- Differentiated lessons
- Out of School activities to support and develop progress (these continue to be subject to Covid-19 guidance)
- Networked planning
- Ongoing assessment, tracking and monitoring
- Positive behaviour management
- Excellent ICT resources including iPad/communication aids/white boards in all classes / soundfield systems in some classes
- Access to specialised areas such as soft play, multi -sensory studio/ age appropriate outdoor 'play' areas /
- Access to enrichment experiences (these continue to be subject to Covid-19 guidance)
- Multi-agency meetings
- Risk Assessments relating to specific activities

INDIVIDUAL/GROUP TARGETTED SUPPORT:

- English and Maths support groups
- Communication passports
- Communication systems i.e. PECS / PODD / iPad / Eye Gaze /Symbols
- Visual timetables
- Specific Behaviour Programmes
- Team based 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 etc. Access to these programmes will be subject to Covid-19 guidance.

- We work with the Be Well Team who support our students with nutrition and healthy living; physical activities; after school sports clubs and Rebound sessions. Not all 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.

All students have an Annual Review of their Education Health Care Plan 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. Children under the age of 5 years of age, those in Year 6 and Year 11 will have 2 reviews over the year.

Impact of Covid-19 Pandemic:

Please note that as a result of the ongoing Covid-19 pandemic, we continue to review access to on-site and off-site provisions / visits as Local Authority, Department for Education and Public Health England guidance is issued. We are allowing visitors to access school / college if there is a definite benefit to the student. Due to requiring additional rooms to meet student's health needs in line with Public Health England guidance, we have adapted our environment. As such, access to some resource areas have been restricted.

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

Our curriculum pathways enable 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 Pathway – Students can access supported or independent employment and living. They will have the skills to communicate their needs and wants more 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 as independent as a learner and young person as they can be.

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.

We base our curriculum principles around the Early Years Framework, The National Curriculum and Entry Level Accreditations which have been adapted to enable access for all students. We also implement a Multi-Sensory Curriculum enabling our students with Profound and Multiple Learning Difficulties access and routes for continued progression.

Further details of our curriculum pathways can be found on our website www.hope.wigan.sch.uk

The Hope Early Years Centre has been graded as Outstanding in their Ofsted Report – <https://www.hope.wigan.sch.uk/ofsted-reports/> Early Years and Key Stage 1 track and assess through Early Steps 2021.

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. The assessment tool which runs alongside this programme highlights the progression each pupil is achieving as well as identifying the Sensory Pathway he/she is working within. The impact being that we can highlight the progression for students using “I can” statements.

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 Personal Social Health and Economic (PHSE) 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 can work towards the Duke of Edinburgh Award scheme which requires them to complete different elements including skill, physical, voluntary and choice. Students can 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

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.

Evaluation of departments takes place on an annually basis with students, staff and parents views.

We actively encourage partnership and communication between home and school. 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 used to share examples of work and progress. There are specific rules and guidelines for staff and parents/carers regarding the use of Class Dojo.

All students throughout school and college have an IDP (Individual Development Plan) which will identify measurable targets, some of which will include Boxall Profile targets to support emotional wellbeing. IDP's 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 from the class teacher and professionals involved, 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?

Students' wellbeing and emotional health is as important as their academic progress. We have been involved in Emotional Friendly Schools training and are working towards becoming and accredited Emotionally Friendly School, this will support students, staff and parents to be resilient and confident with increasing independence and a positive attitude to life. We are also currently working towards a Nurturing School UK accreditation, as part of which, we are looking to embed our nurturing approaches across our provision. Staff have been identified (one named person from each department) to participate in additional well-being training.

Wellbeing has been, and continues to be, a prime focus for us since going into lockdown in March 2020. As a school we have remained open for students to access provision throughout the pandemic. We continue to offer support to students, families and staff as the pandemic continues.

We have finalised our Promoting Positive Mental Health and Wellbeing Policy which is available on the school website and from the school office on request.

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.

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 and / or wellbeing. Ultimately a multiagency review could be requested.

Our whole approach to wellbeing includes:

- 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
- 1:1 work with key identified staff to support emotional development
- Personal, Social, Health & Economic Education is a core curriculum subject and is differentiated based on need, awareness and age.

This encompasses:

- relationships education for primary aged students,
- relationships and sex education for secondary and college aged students (delivered in small, targeted groups to students or in response to individual needs)
- and health education across primary, secondary and college.
- Embedding the 6 principles of Nurture across school and college

If students require more specialised individual support, we will follow the processes, interventions and strategies as outlined in our Emotional Wellbeing and Mental Health Policy. Following this, if concerns remain about possible emotional and mental health concerns, with support and consent from parents, a referral can be made to other agencies for additional support i.e. Educational Psychologist, School Link Worker (CAMHS); NHS clinical psychologist, CAMHS, Learning Disability Nurses 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
- Asthma awareness
- Team Teach
- Autism Awareness
- Prevent
- Positive Handling
- Communication
- ICT
- General Data Protection Regulations (GDPR)
- Identified staff have been mask fitted to support meeting health needs during the pandemic.
- PPE is available and staff have received training on the safe donning and doffing of this.

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.

In July 2018, we achieved Accredited School Status as part of our Autism Accreditation with the National Autistic Society. In November 2021, we received confirmation that we achieved our Autism Accreditation Specialist Award. This confirms that we are part of a growing community of services committed to providing the highest standard of support for autistic people. The National Autistic Society continually review our provision in line with the framework to ensure all criteria is met and that we continue to progress with Autism provision at Hope School and College

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: Symbols, PODD (Pragmatic Organised Dynamic Display), PECS (Picture Exchange Communication System), Signalong, Total Communication environment, Talking Mats)
- Intensive Interaction
- Eye Gaze
- Smart Platform
- Rebound Therapy
- Music tuition
- We can support independent travel for appropriate students in liaison with the student and their parents.
- Attention Autism

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?

**** Please note that during the Covid-19 pandemic, school trips, links and lunchtime clubs continue to be risk assessed and reviewed in line with changing guidance from the Local Authority, DfE (Department for Education) and PHE (Public Health England). Staff are adapting provisions to ensure appropriate activities are available where possible, in a safe way.**

Students have opportunities to access activities during lunchtimes. After school club activities are currently on hold. All key stages continue to have staggered play and lunch times to accommodate increasing numbers and to reduce risks during the pandemic.

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 and will be subject to Covid-19 guidance.

Residential trips were offered prior to the pandemic in the senior department. Parents are asked to pay for such trips, as these are additional to the curriculum.

Within college, students are given the opportunity to visit several 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 and changing facilities. The bathroom areas are equipped with either ceiling or manual hoists. We have showers in some buildings. From September 2021, we have created 2 classrooms in the Grange Building, and one additional classroom area in the Early Years to accommodate our growing numbers.

Signs and symbols are used throughout our settings and across the school day to enable students with literacy and communication difficulties to access our environments and curriculums.

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 equipment to support postural management to aid access to learning.

There are disabled parking spaces identified around our 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. Our setting is secure in that there are coded/electronic doors, and all visitors are electronically signed in at both the main reception and the Grange Building. 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 parents/carers 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. We may visit your child in their current setting as part of consultations for places and / or pre-admission.

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. If your child has asthma, we require an asthma plan from your GP surgery. It is important that parents / carers keep us updated with regards to any changes of this key information.

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, community assemblies, Christmas and summer productions. These have been impacted during the pandemic and senior leaders continually consider what is safe based on available guidance.

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 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. During the pandemic, we have had to adapt our transition arrangements to ensure students transition is as seamless as possible, whilst keeping parents/carers informed, without increasing risk for our Hope family.

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. Students will have a transition review in Year 9 which begins to plan for Preparing for Adulthood.

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 several 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/Carers are given the opportunity to share their views in relation to preparing for adulthood at all annual reviews using the AR3 – Parental Views form (this is sent home before each annual review). Students will be asked their views in relation to work, life, community and health, as appropriate throughout school. However, this becomes more formal from Year 9 when we encourage all students to think about aspirations, strengths and talents in line with their needs.

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.
- Encourage, support and challenge all to achieve and reach their full potential.
- Embrace individual needs and promote independence and self-esteem.
- Offer Independent Living Skills Qualifications (Y10-14)
- 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.
- 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 / Preparing for Adulthood week
- Enterprise, Volunteering and Employment (E.V.E) Work Placements
- Preparing for Work Accreditations

Wigan's SEND Local Offer www.wigan.gov.uk/sendlocaloffer brings together all information for young people with SEND, their families, and those who work with them. There is a specific area that focuses on Preparing for Adulthood and the following links may be of particular interest:

[Things to do \(wigan.gov.uk\)](http://www.wigan.gov.uk)

[Useful skills for life \(wigan.gov.uk\)](http://www.wigan.gov.uk)

[Post 16 Transition \(wigan.gov.uk\)](http://www.wigan.gov.uk)

[Being healthy \(wigan.gov.uk\)](http://www.wigan.gov.uk)

[Friends, relationships and community \(wigan.gov.uk\)](http://www.wigan.gov.uk)

[Keeping safe \(wigan.gov.uk\)](http://www.wigan.gov.uk)

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.

If additional input is required to meet student's needs, with consent from parents/carers, referrals can be made to services across Education, Health and Care. Parents/ Carers can self-refer to many services. The exception is a referral to Physiotherapy, which needs to be made by a health professional. Following receipt of referrals, services will often complete an assessment and any support/advice offered will be based on clinical / specialist assessments. The focus of support and resources is related to individual needs and circumstances.

Our setting has 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, seating, standing frames, communication aids etc.) and these are used in accordance with the advice we receive from our health colleagues. On occasions equipment needs replacing due to wear and tear or because an individual has outgrown it. This will be in conjunction with Health Services as not all equipment is the responsibility of school / college.

We will purchase suitable 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 using home - school /college diaries and/or Class Dojo. 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 / daughter's progress including the attendance at EHC Reviews, Parents Evening and Open Evening.

- All students' have a home school diary and/or Class Dojo 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/carers if requested
- The school website is an excellent tool to access the school's current activities and programmes etc.
- We also have parent representation on the school Governing Body
- Parents are encouraged to support students with any homework they may have which could be academic / developing social skills (tidy bedroom) or communication development.

NB these provisions / activities are limited due to the Covid-19 pandemic and continue to be reviewed based on current guidance / advice to reduce risk:

- Classes hold coffee mornings
- We invite 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 a Parents Group which is run by parents of students in the school which meet weekly on a Wednesday morning 10am-12pm in The Grange Building (NB this group is not meeting during the Covid-19 Pandemic but can still be contacted by parents if you wish).
- We run social events for the whole family to attend - Bingo Nights / Spring Fairs / Summer BBQ / Hope Bake Off etc.
- Sensory Processing Coffee mornings.

15. Who can I contact for further information?

For further information regarding SEND or our provisions, please contact the main office where you will be directed to:

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

Special Educational Needs and Disability Coordinator (SENDCO):

- Shona Formby. If you need further advice in relation to Education, Health and / or Social Care, 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 mainstream nursery, school and college. Shona also oversees the EHC review process and meetings.

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, signposting to activities and support with some benefits. More information can be found at www.embracewiganandleigh.org.uk 01942 233323
- Wigan Parent Carer Forum 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. Please contact:
Parent Carer Forum,
Ashland House in Ince
www.wiganpcf.org.uk
Tel: 01942 939668 (09:30am-2:30pm)
Mobile: 07719330602
E-mail: Admin@wiganpcf.org.uk

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/carers 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, Wigan's SEND Local Offer brings together all information for young people with SEND, their families, and those who work with them. It can also be found here: www.wigan.gov.uk/sendlocaloffer

