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 a maintained community special school catering for learners aged 2-19 with severe and complex needs. We are the designated school in Wigan for all learners with Profound and Multiple Learning Difficulties (PMLD) with complex medical needs (CMD). We also cater for learners with Severe Learning Difficulties (SLD) and an increasing number of learners (approx. 48%) with Autistic Spectrum Conditions (ASC). The Local Authority are currently only placing learners from reception unless they are eligible for our Complex Learning Pathway which caters for PMLD and Complex Medical Needs, where learners can be admitted from the term after they turn 2.

Our most recent OFSTED inspection was June 2025 which noted:

Quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding.

In September 2023, we moved to split site provision however, we remain significantly over capacity, more so than was originally highlighted in the Local Authority consultation in 2019 to move us to a new build. This consultation suggested the new build would increase capacity in the borough with us accommodating 230 learners which we have already exceeded. The plans for us to fully relocate to our alternative site (Montrose Avenue) continue to be delayed until May 2027 at the earliest. This is having a significant impact on our ability to accommodate and meet the needs of our current learners. We are also in discussion with the Local Authority about our new build as it doesn't have enough classrooms to accommodate our current learners.

Our numbers have increased significantly since the initial consultation, due to ongoing delays of the new build and demand for places, from 203 pupils in September 2019 across 24 classes, to 241 children across 32 classes September 2026. Having originally been 1 form entry throughout, we are now 2 form entry in the majority of year groups with three 3 form entry year groups. The main school site at Kelvin Grove has a maximum capacity of 26 classrooms. The college site (Montrose Avenue) has a current capacity of 3 classrooms. Some temporary portacabins have been located at the Montrose Avenue site in August 2026 to provide class bases for our allocated cohort.

During the initial expansion from 24 to 30 classes, we gained 3 classrooms at the new college site, with adaptions to existing rooms at the main site to provide the additional classrooms, resulting in the pupils losing valuable resource and intervention areas as there is no further space on

the school site. As such adapted classrooms are not purpose built or reasonable size. Many have resulted in the need to reduce class sizes to a maximum of 6 or 7 learners. 2 Portacabin's (2 classes in each) have taken valuable space from the primary and secondary playgrounds. Our college learners (key stage 5, aged 16-19, Years 12-14) are now based on Montrose Avenue, WN5 9XL with some key stage 4 (Y10-11) classes relocating to temporary portacabins at the Montrose Avenue site in September 2026. The remainder of our learners aged 2-15 (up to Year 10) and those with PMLD and Complex Medical Needs (aged 2-19) remain on our Kelvin Grove site.

We also have the following term time provision at the Kelvin Grove site:

- Private mainstream nursery for children aged 2-4.
- The Grange: provision for adults with PMLD and Complex Medical Needs. NB This is 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?

Learners' needs are usually identified before they enter Hope School and College, and they will have an Education Health and Care (EHC) Plan. In exceptional cases, the Local Authority may place a child 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 Headteachers (Katie Alexander and Rachel Penman), SENCO (Shona Formby) or our EHC Review Coordinator (Mellissa Birch) anytime. The EHC Plan will formally be reviewed during their Annual Review meeting.

Staff regularly monitor and review the progress and development of all learners. 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 everyone receives the right level of support and continues to make progress. We follow an assess, plan, do and review approach.

We use the Early Steps, Engagement Steps, Progression Steps, Entry Level and Steps 4 Life assessments to target and monitor progress on a regular basis throughout the year. We have 5 clearly defined learning pathways that reflect the ever-changing diversity of need. Pathways are determined using ongoing assessment data and learner progress over time. We keep evidence to supplement assessments and some examples of our procedures and practices include:

- highly effective use of engagement and/or progression steps (a small steps assessment tool)

- development of functional skills across all departments in line with B Squared and Open Awards, using guidelines prescribed by QCA.
- liaison between education and other service providers
- continuous liaison between home and school
- involvement of learners 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 your child.

The class teacher then decides the level of support for individual learners from within the class team. Our classes are generally supported on a 1:3 ratio (1 adult to 3 learner). For those learners where assessments, tracking and individual needs 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. Parents / carers will be kept informed.

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 or college'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?

As an inclusive setting, we teach and support learners from wherever they are on their developmental journey. We refer to the principles within Greater Manchester's Ordinarily Available Inclusive Provision and Wigan's Early Years Ordinarily Available Inclusive Practice documents when needed.

We provide a high staff to learner ratio (usually 1 adult to 3 learners) to support the diverse needs of all learners across school. Learners are taught as a whole class, small group and 1:1 in line with their identified needs.

All staff work as a united team, ensuring individual needs of all learners are met. The class teacher is responsible for overall assessment of individual progress however we encourage all learners 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,

Dietitian, Ophthalmology, School Nursing Team, Educational Psychology, Targeted Education Support Service, Ethnic Minority Traveller Achievement Service, Specialist Sensory Education Team and the Supporting Skills for Futures team. The Paediatrician arranges clinics onsite to ensure learners are seen with ease and that parents/carers can come to school as opposed to taking their child out of school/college, which can often be difficult or distressing for some. Some clinics and health input continue to be provided in alternative settings; however, each circumstance is considered on an individual basis by the service.

Fortnightly meetings between our head teacher, deputy head teachers, SENCO and therapy staff enable problem solving, triage of input and ensure that strategies can be introduced, resourced and implemented within the context of the 'school day' either by the class team or by designated therapy staff. Our drop-in sessions for parents / carers with the Educational Psychologist continue to be offered (currently termly). These provide parents / carers with an opportunity to discuss any concerns relating to their child when outside of school.

Our school has a hydrotherapy pool (primarily used for non-mobile learners who require water based as opposed to land-based therapy input), multi-sensory studio (for our pupils with profound and multiple learning difficulties), soft play area, sensory garden as well as play equipment. We can also offer Nurture and Play Therapy approaches, and sensory input via our Busy Body room (available to primary ages learners) and ABUK (external provider). 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 everyone. We now have two minibuses to support our curriculum having recently fundraised to secure the second minibus. This has been vital due to the size of our provision and being split site.

We consider mainstream links for some of our learners to attend other schools within the borough on an individual basis. The extent of this has reduced over time due to the changing and diverse need of our current learners.

Examples of our WHOLE SCHOOL approach to supporting learners:

- Individualised communication routes
- Individualised IDP (Individual Development Plans) tracked, monitored and assessed on a termly basis
- Differentiated lessons
- Networked planning
- Ongoing assessment, tracking and monitoring
- Positive behaviour management
- ICT resources including iPad/communication aids/white boards in all classes
- Access to enrichment experiences including age appropriate outdoor 'play' areas
- Multi-agency meetings
- Risk Assessments relating to specific activities

INDIVIDUAL/GROUP TARGETTED SUPPORT (where identified as appropriate):

- English and Maths support groups
- Communication passports
- Communication systems i.e. PCS (Picture Communication Systems) / PODD (Pragmatic Organisation Dynamic Display) / Talkers / Eye Gazing / Symbols / Real Objects / TOBI's (True Object Based Images) / Talking Mats / Total Communication / Signalong is our main signing system
- Visual timetables
- Specific Behaviour Programmes
- Strategies to Support behaviour
- Sensory diets
- Soundfield systems prioritised in the classes where they are essential
- Access to specialised areas such as soft play, multi -sensory studio,
- Individual Health Care Plans
- Team Teach Strategies
- SMART Platform (under the direction of Occupational Therapy)
- Music tuition / music therapy (provided by external professionals)
- Postural Management Programmes
- We liaise with external services who can support independent travel for appropriate learners in liaison with them and their parents / carers.
- Some learners may access specific programmes / activities based on their individual needs. Decisions relating to these will be made by Senior Leaders in consultation with parents/carers 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.
- We work with external sports services and the Be Well Team who support our learners with nutrition and healthy living and physical activities. Not all these activities are delivered on site at school or college. Be Well also offer activities in the community that can be accessed by learners with support from their families.

Choices are built into the school day across the full range of activities and for learners of all abilities, the impact being that this promotes independence and raises levels of self-esteem with learners being encouraged to take responsibility for their own behaviour. Learners 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 individual health care plan. Additional training is organised for staff supporting learners with medical needs. This is personalised to meet each learner's individual needs.

All learners have an Annual Review of their Education Health Care Plan. These are person centred, inviting all professionals that we are aware are involved with them, ensuring that everyone involved are consulted and individual aspirations and expectations are considered. Learners under the age of 5 years of age, those in Year 6 and Year 11 will usually have 2 reviews over the year.

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

The intent of our school and college curriculum is for all learners to be happy and emotionally secure, enabling them to be as independent as possible and engage and achieve the best possible outcomes. These are achieved through our broad, balanced and ambitious curriculum, that facilitates all learners to work towards their own aspirations. Underpinning our curriculum are our three core values of achievement, equality and independence.

We have 5 pathways:

- Complex Learning Pathway (Early Years Foundation Stage – Key Stage 5) – Learners on this pathway have Profound and Multiple Learning Difficulties (PMLD) with Complex Medical needs. They learn through a Pre-Formal Curriculum that follows a Multi-Sensory Thematic approach that focusses on their engagement. Their core curriculum focuses on Communication, PSHE and Physical Development.
- Early Steps Pathway (Early Years Foundation Stage and Key Stage 1) – This pathway encompasses most learners within our Early Years and Key Stage 1 departments. The curriculum promotes a play-based curriculum, led by individual interests creating overarching thematic topics. Their curriculum follows a combination of non- statutory guidance such as Birth to 5 Matters.
- Pre-Formal Pathway (Key Stage 2 – Key Stage 5) – Learners on this pathway have Complex and Severe Learning Difficulties. They follow a Pre-Formal Curriculum that follows a Multi-Sensory Thematic approach. Their core curriculum focuses on Communication, PSHE and Physical Development and where appropriate will include elements from Cognition and Learning.
- Semi-Formal Pathway (Key Stage 2 – Key Stage 5) – Learners on this pathway have Severe Learning Difficulties. They follow a Semi-Formal Curriculum that is thematic based but includes subject specific learning where appropriate. Their core curriculum focuses on Communication, PSHE and Physical Development, Cognition and Learning.
- Formal Pathway (Key Stage 2 – Key Stage 5) - Learners on this pathway have Severe Learning Difficulties. Within Key Stages 2, 3 and 4, the curriculum follows a thematic approach. In Key Stages 4 and 5 the focus of the Curriculum is Preparation for Adulthood. Their core curriculum focuses on Communication, PSHE, and Functional Skills including Maths, English and Digital Skills. Subject specific learning ensures coverage of all statutory requirements where appropriate.

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

As our cohorts are becoming more diverse, most of our learners access the pre-formal pathway. The number of learners accessing the formal pathway is reducing year on year.

Our **Early Years Centre** has been graded as Outstanding in their Ofsted Report – https://www.hope.wigan.sch.uk/ofsted-reports/
Learners within the **Complex Learning Pathway** are grouped according to age and capacity.
The **Primary department** is typically organised with class groupings primarily in chronological year groups.
Learners in the **Senior and College departments** have class groupings according to the curriculum pathways.

We offer high-quality personalised learning with continuous assessment with an emphasis on developing independence 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.

In January 2024, we achieved the Silver Arts Mark Award which recognises the increase in the range of arts offered to our learners and that we embed arts in teaching across all our curriculum pathways.

In July 2026, we were awarded the Green Flag Eco Schools Award which was led by our Eco Council.

Further details about Hope College curriculum:
College prides itself in providing individualised learning opportunities for all our learners who, with support as needed, make individual choices about their learning pathways and accreditation. The three-year programme ensures that learners have a broad and balanced curriculum that supports their Individual Development Plan and includes a wealth of vocational options, world of work placements, health and fitness opportunities and independent living skills.

We offer personalised external accreditation pathways for our learners within the formal pathway, enabling them to work on individualised units of accreditation. Units are combined to offer learners the opportunity to gain recognised qualifications.

College recognises the importance of working with external providers in supporting the post 19 transition of our learners. We work with a range of post 19 providers, accessing their facilities and expertise to offer options including (but not exclusive to):

- Small animal care

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

This supports learners to make informed decisions about their likes, dislikes and Post 19 destinations. Parents / carers are welcome to take their child to visit Post 19 providers (educational and day services) 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 / carers 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 everyone to develop to their full potential.

Evaluation of our departments takes place on an annually basis with learner, staff and parent / carer views.

We actively encourage partnership and communication between home and school/college. 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 a Senior Leader at a mutually convenient time. There are also opportunities for daily communication via home/school diaries and / or Class Dojo, which is a secure app also 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 on our website (Parents > Home School Communication).

All learners 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

We view behaviour as a communication and believe in a positive approach that rewards, encourages, models and reinforces good behaviour. Some learners 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 / carers can also discuss progress at the Parent/Carer Evening annually in October. In addition, every learner 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 towards the outcomes in their EHC plan. An open evening takes place every July where you can meet your child's new class team. Parents / Carers will receive an annual end of year report about their child.

The impact being that learners 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 / carers and professionals is paramount to continued achievements.

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

Your child's wellbeing and emotional health is as important as their academic progress. We have been involved in Emotional Friendly Schools training and achieved accredited Emotionally Friendly School status 30th June 2022; this supports learners, staff and parent/carers to be resilient and confident with increasing independence and a positive attitude to life. We have also achieved Nurturing UK School accreditation (March 2023 and reaccredited Spring 2026). These accreditations acknowledge how we embed our nurturing approaches across our provision.

Wellbeing has been, and continues to be, a prime focus for us. We continue to offer support to learners, families and staff. Our Promoting Positive Mental Health and Wellbeing Policy is available on our website and from the school office on request.

Every learner has an All About Me outlining their interests, needs and abilities. This is updated at least annually with information from parents / carers, staff assessments and professionals involved. Their personal likes and interests such as cartoon characters, favourite toys etc. are used as motivators and rewards throughout the school day. This increases the chance of success and adds to their enjoyment of school or college. Close communication with parents / carers is a key contributor to this.

Parents / 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 SCHOOL 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 learners,
    - relationships and sex education for secondary and college aged learners (delivered in small, targeted groups to learners 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 learners require more specialised individual support, we will follow the processes, interventions and strategies as outlined in our Promoting Positive Mental Health and Wellbeing Policy. Following this, if concerns remain about possible mental health or wellbeing concerns, with support and consent from parents / carers, a referral can be made to external agencies for additional support i.e. Educational Psychologist, School Link Worker (CAMHS); Learning Disability Nurses, 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 learners, this will be individually tailored in line with staff and learner needs. We have a rolling programme of training for all staff which includes:

- Safeguarding
- Health and Safety
- Resuscitation and First Aid
- Asthma awareness
- Anaphylaxis awareness
- Team Teach
- Autism Awareness
- Prevent
- Positive Handling

- Communication
- ICT
- General Data Protection Regulations (GDPR)
- PPE (Personal Protective Equipment) is available, and staff have received training on the safe donning and doffing of this.

Staff are trained in specific areas dependent on the needs of learner. Where needs arise, we will train staff to ensure that individual needs are catered 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. In June 2025, following a further inspection, we received confirmation that have once again secured the Autism Specialist Award. This validates 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.

Examples of our WHOLE SCHOOL training to supporting learners and staff:

- Induction programme for all new staff
- All staff access statutory Inset Days, and twilight training sessions arranged
- Curriculum development and implementation
- Specific training in-line with School Development Plan
- Mandatory training identified

INDIVIDUAL/GROUP - TARGETTED SUPPORT (where identified as appropriate):

- Administration of medicines specific to individual needs (gastric feeding / management of seizures etc.)
- Communication: PCS (Picture Communication Systems) / PODD (Pragmatic Organisation Dynamic Display) / Talkers / Eye Gazing / Symbols / Real Objects / TOBI's (True Object Based Images) / Signalong is our main signing system / Total Communication environment / Talking Mats
- Intensive Interaction
- Attention Autism

Details of training undertaken by staff 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?**

Learners have opportunities to access activities during lunchtimes. Our senior choir stopped July 2026 due to further splitting of our site from September 2026. All key stages continue to have staggered play and lunch times to accommodate increasing numbers across school and college.

All learners 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 and type of trips may vary depending on the age and needs of your child. School trips, links and lunchtime clubs continue to be risk assessed and reviewed. Staff adapt provisions to ensure appropriate activities are available where possible, in a safe way. Key Stage 5 learners can work towards Duke of Edinburgh awards.

We continue to offer a residential trip for some college learners. Parents / carers are asked to pay for such trips, as these are additional to the curriculum.

Within the key stage 4 and the college curriculums, some learners are given the opportunity to visit providers, enabling them to experience new environments, options and interests, which in turn supports informed decisions for transition.

All trips, visits and residential opportunities are covered by a written risk assessment, agreed by senior leaders and in some cases the Local Authority.

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

We are a single storey school across 3 buildings on our Kelvin Grove site and from September 2026, we will have 2 buildings and some temporary portacabins being used by some of key stage 4 and key stage 5 at our new site on Montrose Avenue. Each building is equipped with disabled toilets and changing facilities. Except for the Grange school classroom, the bathroom areas are equipped with either ceiling or manual hoists. We have showers in some buildings on our main Kelvin Grove site. Hoisting facilities for the new temporary portacabins are to be determined.

In September 2021, we created 2 classrooms in the Grange Building (only 1 remains September 2024), and one additional classroom area in the Early Years to accommodate our growing numbers. In September 2022, we created an additional classroom for Key Stage 1, resulting in the loss of a further valuable resource base. In September 2023, college moved to our new site on Montrose Avenue. Due to the delay in our new build, we were 3 classrooms short in September 2026, hence the delivery of the temporary portacabins on the Montrose site, following extensive liaison with the Local Authority about this. Due to our expansion since the initial consultation to relocate our school and college, the

new build plans do not provide enough classrooms for our current school and college population. We continue to liaise with the Local Authority about this.

Signs and symbols are used throughout our settings and across the school day to enable learners to access our environments and curriculums.

A range of specialist equipment to meet the assessed needs of learners 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 the curriculum.

There are disabled parking spaces identified around our buildings with covered disabled parking clearly identified at the front of the main building at Kelvin Grove and designated disabled bays at the college site, (currently used for minibuses only). There are areas designated for parents, taxi and minibus drop off and collections at both sites.

Main access doors in school are electronically controlled enabling learners 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 receptions and the Grange Building. Electric gates have been installed at the main Kelvin Grove exit. Main external doors are either secured via buzzers to the main offices or have alarms. An increasing number of classroom doors have additional locks and / or alarms due to the complexity of individuals' needs.

The Montrose Avenue site has electronically controlled doors to the main entrances to buildings. Access to the site is currently via a temporary road with a pedestrian gate. Visitors currently need to ring college (01942 824150, option 4) to gain access. We are awaiting details of the access to the temporary portacabins.

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 in some cases, prospective learners. We advertise Information Gathering Events on our website that parents / carers can book onto. This is an opportunity to find out more about our provision to assist in their decision about the next steps. We may visit your child in their current setting as part of consultations for places and / or pre-admission planning.

If a place is offered at Hope School and College, depending on the age of your child and their needs, we will either look to arrange a home visit or a preadmission meeting prior to starting to ensure you have all the relevant information about their transition (these may be combined with a review of your child's EHC plan if appropriate). This is an opportunity for parents/carers to ask questions on a 1-1 basis and meet the staff

whilst planning for learners to meet 'new friends' and look at their 'new' environment. If required, we will also invite other relevant professionals across Education, Health and Social Care who are involved. Key professionals may include Children's Community Nursing Team, Therapy Staff, and Social Care as appropriate.

Parents / carers 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 key medical information.

During the year, in addition to parents' evening, and annual reviews, some classes may host coffee mornings enabling parents and learners to socialise. We also arrange a variety of social functions, community assemblies, Christmas and summer productions.

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. Our transition approach is determined each year depending on the extent of change for your child. Staff often provide a transition booklet detailing photographs of key staff and the classroom. We have found this to be very successful in familiarising a learner 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 / carer, if you wish for your child to transfer to an alternative setting, please contact our Headteacher, Deputy Head Teachers 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. Learners have a transition review in Year 9 which begins to plan for Preparing for Adulthood (PfA), however discussing aspirations and planning towards adulthood takes place discretely from admission to our school at a pace parents / carers and your child are comfortable with.

For learners 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, learners can visit several providers supported by parents / carers to help make informed decisions about their possible next destination(s).

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

12. **How does Hope School and College support learners 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 learners for their next step in life, this is known as Preparing for Adulthood (PfA). More formal 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). Learners will be asked their views in relation to work, life, community and health, as appropriate throughout school and college. We encourage all learners to think about their aspirations, strengths and talents in line with their needs. Not all learners can identify, or express their aspirations, hence we like to focus on their strengths and talents as these can be key indicators to what they may wish to explore or pursue when they leave college.

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 learners 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 learners 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) for those whom it is relevant for.
- 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 learners 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 learners' self-esteem, confidence and independence in preparation for challenges ahead in adult life.
- Support in-depth transition planning in consultation with the learner, their family, Education, Health and Social Care colleagues within both Children's and Adult's Services as appropriate.

- Guide families with the transition from Children's to Adult Services in Health and Social Care.
- Encourage parents / carers to refer their child into Adult Social Care at age 14 (by contacting 01942 828777) to support their ultimate transition to becoming an adult at age 18 and when they leave college.

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

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

We also work alongside the Supporting Skills and Futures Team to prepare learners on their journey towards adulthood. Some learners may be identified by this team, from Year 8 / 9 to work with a Life Coach, who will identify and work on goals linked to the 4 areas of preparing for adulthood (Employment, Accessing the Community, Staying Healthy, Developing Independence). We also link in with an independent careers advisor as outlined in our Careers Access Policy.

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)
Useful skills for life (wigan.gov.uk)
Post 16 Transition (wigan.gov.uk)
Being healthy (wigan.gov.uk)
Friends, relationships and community (wigan.gov.uk)
Keeping safe (wigan.gov.uk)

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

Each learner receives support matched to their own level of need. Individual Development Plans (IDP's) are created in conjunction with them and their parents / carers.

If additional input is required to meet learner'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 too. 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 resources that allow us to support learners effectively. Specialist resources are sourced when required to ensure individuals' needs are met. Many learners 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 etc.

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

Unfortunately, we have lost many intervention rooms and facilities while the number of learners have increased during the delay to our new build.

14.How are parents / carers 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 learner. 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 / Carers are encouraged to attend regular reviews of their son / daughter's progress including the attendance at EHC Reviews, Parents / Carers Evening and Open Evening. Parents / Carers are also invited to their child's termly Personal Education Plan (PEP) meeting if their child is looked-after.

- All learners have a home school diary and/or Class Dojo ensuring consistent 2-way communication link between home and school
- Staff can contact parents / carers if requested during the day, outside of their teaching commitments

- Our website provides information about school and college
- We also have parent / carer representation on the school Governing Body
- Parents / Carers are encouraged to support learners with any homework they may have, which could be academic, and / or focus on developing social skills, life skills or communication development.

In addition,

- Classes may arrange coffee mornings
- We invite family and the community to attend assemblies and class or departmental performances throughout the year
- We run social events for the whole family to attend - Bingo Nights / Spring Fairs / Summer BBQ / Hope Bake Off etc.
- Occupational Therapy have arranged Sensory Processing Coffee mornings.
- A parent / carer group is hosted fortnightly in school and provides opportunities for parents to share information, ask questions / advice and meet other parents. If parents / carers would like training and or guest speakers to attend and discuss topics, this is something we explore.

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 Headteachers: Katie Alexander and Rachel Penman:

- Sue, Katie and Rachel have an open-door policy and are happy to speak to parents / carers at any time or by mutually agreeable appointments.
  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 s.formby@hope.wigan.sch.uk 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 provisions. Shona also oversees the EHC review process and chairs the EHCP review meetings. Shona is also the Designated Teacher in school for Children Looked After and oversees learners Personal Education Plan (PEP) meetings.

EHC Review Coordinator:

- Mellissa Birch m.birch@hope.wigan.sch.uk If you have queries about the EHC Annual Review process, please contact Mellissa who coordinates our EHC Annual Review process and chairs some of the review meetings. Mellissa is also able to provide advice and support about Education, Health and Care processes / avenues of support if Shona, Sue, Katie and Rachel are unavailable.

For impartial advice, parents / carers 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. They are contactable Monday to Friday 9am-5pm Tel: 01942 233323 or Email: info@wigansendiass.co.uk
- 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 www.wiganpcf.org.uk Tel: 01942 939668 (09:30am-2:30pm) 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 provision your child is receiving you should contact school / college 01942 824150.

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

Information about inclusive activities and keeping active can be found at: https://www.wigan.gov.uk/BeWell/Active-health/Index.aspx