



Hope School

At Hope School we are committed to the principle that all children have the right to an education which meets their learning, emotional and social needs.



Welcome to Hope School

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Foreword: Mr Naik, Headteacher

I am very proud to be the Headteacher of Hope School. We are an outstanding school who help boys who are aged 5 to 13.

Non exclusion

Our non-exclusion policy demonstrates that we believe all children can be supported to achieve in school, learn valuable life skills, and succeed in life after school. Our school moto 'If I Try, I Can' shows this, and also reflects our emphasis on helping children to develop a lifelong love of learning. We will never send a child home or exclude them.

Basic skills

We firmly believe in the importance of children being able to read, write, communicate, be able to use Maths and use computers as skills that will ultimately ensure that children are employable when they are older. It will also allow them to access more of the world around them. Basic skills is a big part of our curriculum and in recognition of this, we were awarded the 'Basic Skills Quality Mark' in 2014.



Parent partnership

Another important part of our school is you, the parent! You will see, by reading the many parent and pupil stories within this prospectus, that you and your child are very important to us. We champion the link between school and parent, and work very hard to involve you in every step of your child's time here and increase your child's enjoyment of learning. We have been awarded the 'Leading Parent Partnership Award' in recognition of the high quality support we provide for our families.

Get in touch

I would urge you to visit our wonderful school. I am truly confident you will find this a welcoming and supportive school, with staff that listen, consult and actively encourage your involvement. I know that you will be impressed by the quality of education and care we can offer your child.

To make an appointment to visit or ask me a question, please email the school office on p.anderson@hope-school.co.uk or call on 0151 363 3130.

“Thomas is now more able to recognise his emotions”



Tina has appreciated the fantastic support and respect offered by Hope School and believes it has made lasting changes to her family

Mutual respect

Tina has been thrilled with the progress Thomas has made since he joined Hope School. Tina believes Hope School has offered fantastic support to Thomas but has also provided her with amazing support. “I feel like Hope School understands me as a parent of a child with special needs,” says Tina. “I don’t feel alone anymore. There are other parents like me there and Hope School understands the difficulties and the issues we have.”

Tina believes this level of support is down to the caring and empathic nature of the staff. “They’ve been like the backbone for our family,” says Tina. “They speak to you the way they expect to be spoken to. For Thomas, this has worked well and they’ve put boundaries in place that he respects. I really feel this has a lot to do with the level of respect they show to him.”

Positive changes

One of the difficulties Thomas has as part of his ADHD is managing his emotions. “Some days, Thomas will be very upset and will find it difficult to express himself in a calm way,” explains Tina. “When Thomas was in mainstream school he was in a class with 32 other children. Hope School has the capacity to offer much more dedicated support to allow him to manage how he feels. This really seems to work far better for him.”

Tina adds: “Thomas is now more able to recognise his emotions and respond in a more appropriate way. He’ll now stop himself from screaming and swearing, which is such a difference to what we experienced before he joined Hope School.”



All pupils are transported by taxi. Pupils must be ready for taxi collection at 7.30am.

Breakfast Club

Our nutritious Breakfast Club starts at 7.30am.

Check in and check out

Pupils ‘check in’ to school at 8.15. They sit in a small circle and discuss how their evening was and what they are looking forward to achieving that day. Pupils then take part in ‘redress the stress’, a guided relaxation programme that ensures that pupils are ready for a great, positive day of learning.

‘Check out’ happens at 2.00pm before children leave for the day. Pupils are encouraged to reflect on their learning as well as their social and emotional achievements.

Uniform

A simple uniform is helpful in establishing good standards of appearance in school and by wearing it children quickly feel part of the community. We have a different uniform for our Key Stage 1+2 from Key Stage 3 pupils. This was a decision made at the School Forum by pupils. Uniforms with school logos are available from school.

Uniforms are:

Key Stage 1+2 Pupils (Omega, Delta, Psi and Nu)

- Dark green sweatshirt.
- White polo shirt.
- Black or dark grey trousers.
- Black school shoes.

Trainers are not allowed.



Key Stage 3 Pupils (Theta and Sigma)

- Black blazer.
- School badge.
- White shirt.
- School tie.
- Black/grey school trousers.
- Black school shoes.

Trainers are not allowed.

P.E. Kit

- Navy blue shorts (provided by the school).
- Yellow polo shirt (provided by the school).
- Suitable footwear.

School meals

Healthy, hot meals are prepared on site, with vegetarian options available.



Natalie Melling lives in Anfield with her children Callum, eight in Year 4, Leyland, six and Tyler, two.

Natalie couldn’t be happier or more proud of her son’s progress at Hope School

Callum has a number of conditions; he was first diagnosed with ADHD at five, Asperger Syndrome at six and most recently with Tic disorder. These conditions have resulted in Callum showing a lot of aggression which has impacted on his mainstream education. Callum has been at Hope School since Year 2.

Praise all round

Natalie was anxious about the impact changing schools would have on Callum. She was concerned that Callum would have difficulties settling into a new routine in a new environment and how he would react to wearing a new uniform. “We used to have such difficulties getting him to wear his uniform that I was really anxious about how he would handle the changes, but I needn’t have worried,” says Natalie. “It only took a day for him to feel settled at Hope School. I was amazed and so pleased!”

Specialist skills to support the whole family

The level of support, understanding and empathy offered by Hope School has been something that has really stood out for her. “They’ve helped me to understand the importance of a routine for Callum,” explains Natalie. “When we were going away on holiday they taught me how to prepare Callum for that change - by talking to him and by telling him what he could expect to see and the smells he would encounter - and the teachers would remind him frequently that he was going on holiday soon, which worked really well for Callum.”

Amazing progress

Not only has Natalie been impressed by the changes in Callum’s behaviour and his ability to cope with disruption in his routine, she has seen a tremendous change in his academic progress. “Whilst at mainstream school, Callum was assessed as being two years below where he should have been for his age with reading and one year below for his handwriting,” explains Natalie. “I am so proud to say Callum is now three years above average with his reading. His reading is amazing! And his handwriting has come on so much. I couldn’t be happier!”

Our skills based, and knowledge supported, Creative Curriculum makes learning motivational and successful for all involved. Importantly, it includes not only what to learn... but HOW to learn!

Learning

Our curriculum is made up of themes that were chosen by the pupils based on their interests. This was a decision pupils made at School Forum. The curriculum is based on the programmes of study from the National Curriculum. Pupils are grouped within key stage approximate ability. Although pupils' individual needs are catered for, we encourage pupils to challenge themselves.

Rewards

Pupils' learning and behaviour achievements are rewarded weekly. These achievements allow pupils to gain credits which are deposited into their 'credit bank'. These credits can then be used to access reward trips and residential trips as well as purchase resources that can be used in class or at playtime. There is an exciting progress reward trip each half term. Pupils who have made outstanding progress in their learning and behaviour will be invited to attend. Previous trips have included ice skating, bowling and Quasar.

Website

We encourage you to look at our school website where you will find lots of important information about our curriculum as well as lots of support for our families. Please visit your child's class page. It is updated every half term with exactly what your child will be learning about.

Key Stages

The curriculum is divided into three stages:

Key Stage 1: from ages 5-7

Key Stage 2: from ages 7-11

Key Stage 3: from ages 11-14

Pupils will access all curriculum subjects as they would in a mainstream school. Pupils will also access a variety of exciting trips and visitors in school to enhance their learning. All children will also take part in swimming lessons.

Curriculum Around the Pupils (CAP): clubs and activities

We have CAP between 1.20pm-2.00pm offering pupils the opportunity to develop skills by using:

- Apple Macs
- animation
- iPads
- world cooking
- climbing
- scientific discoveries
- art and craft

and a variety of activities based on sport, health and well being. There is a strong emphasis on literacy, numeracy and social skills during these sessions.

Deprivation Funding and Sports Premium

We are given additional funding in order to provide the best support that we can for our pupils. Deprivation funding is used to provide extra one-to-one and small group support as well as resources for pupils in order

for them to reach their potential. Intervention is based on developing the skills associated with filling gaps in learning with the goal of allowing pupils to eventually work at the level appropriate for their age. Interventions are based on specific learning difficulties such as dyslexia, social stories, anger management, talking and drawing therapy, Heart Math, bereavement, loss and change programmes. Sports Premium funding has been used towards creating a climbing wall that all pupils have the chance to use.



“They respect each child as an individual and they treat them that way”

Natasha believes the staff at Hope School are wonderful and is so grateful to them and their Family Works course for turning her family life around

Natasha describes Adam as a very caring boy who finds it difficult to express his feelings and to manage his emotions. “When Adam was in mainstream school he found it hard to control how he felt. He’d use lots of attention seeking behaviours both at school and at home, but moving to Hope School has really turned things around for us,” says Natasha.

Family Works

“The school provides a course called ‘Family Works’ and it really does work! It’s been a huge help and has really turned our family life around!” explains Natasha. “It teaches important skills to help you see things from your child’s perspective and to empathise, which can be hard when you’re dealing with challenging behaviour.”

Natasha has found the course incredibly valuable and has appreciated the support network it has also offered. “You get to discuss coping strategies with other parents and you realise you’re not alone. The staff are really supportive and knowledgeable too,” says Natasha. “As a parent of more than one child it can be hard to spend quality time with each child. The residential trip at the end of the course was an amazing way to spend time just with Adam and both of us got so much from it! Learning the right skills to manage Adam’s behaviour has been magical!”

Always approachable

Natasha adds: “I know the staff are always happy to listen, to offer support and to help us to improve any situation. They respect each child as an individual and they treat them that way.”

“I honestly can’t fault Hope School! It’s been the changing point for Adam and our family and I am so grateful to them.”

Natasha Byrne lives in Fazakerley. She has four children: Shaun, 16, Adam, 11, Rhiannon, nine and Billy, four. Adam joined Hope School in 2013. He has Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD).



A pupil will never be excluded or sent home from Hope School. Hope School provides an education for all boys!

Spiritual, moral, social and cultural

Every pupil has an entitlement to fulfil his optimum potential, regardless of race, religion, ethnicity, sexuality, disability or Special Educational Needs.

To achieve this we believe the spiritual, moral, social and cultural (SMSC) aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life.

It also helps children understand and celebrate the diverse school community and the wider communities in which they live. We have been awarded the Arts Mark Gold in recognition of the cultural opportunities we offer to pupils.

Special Educational Needs and Disability (SEND)

We are totally committed to providing high quality provision and support for pupils who have social, emotional and mental health difficulties. Many of our children have additional needs such as Autism, Dyslexia and moderate learning difficulties. We modify the curriculum where needed to ensure all children can access education. We work with many external agencies in order to ensure pupils’ individual needs are best met. Above all, we want to raise the self-esteem of all our children and give them the skills to enjoy life in and out of school.

ASC accreditation

As a growing number of pupils in our school have a diagnosis of Autism, we have been working towards the ASC accreditation to provide the best outcomes for our pupils. We expect to achieve accreditation in 2015. The ASC accreditation was established by The National Autistic Society (NAS). Autism Accreditation has been the foundation upon which much of the successful expansion of quality services for people with autism has been built. This is the same accreditation that ASC specific schools have been awarded.



Helen Valentine lives in Walton Vale with her children Alexandra, 13 and James, 11. James has Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD) and has been attending Hope School for three years.

Helen has appreciated the way Hope School has worked with her to effectively and sensitively address her son’s needs

Support in ensuring individual needs are met

Helen felt James was ostracised in his mainstream school and found that he spent much of his time isolated as they struggled to manage his behaviour. She fought for a better understanding of his needs and a formal diagnosis for his behavioural issues; James received a place at Hope School as part of the statementing process.

Helen feels the support offered by Hope School has played a major role in James being diagnosed with ADHD and ASD. “I’m really grateful to the staff at Hope School. Their knowledge of behavioural disorders has really helped to ensure that James is receiving the medical support he needs.”

Calming strategies for managing challenging behaviour

Helen has found the strategies used by the school have really helped to bring positive changes in James’ behaviour. “He’s a much calmer person since joining Hope School. I believe this is thanks to the highly trained staff,” says Helen.

Using a time out area is something Helen has found has really helped James. “The school’s time out space seems to be great for offering James some breathing space and some time to calm down and reflect on his behaviour. The great thing about Hope School is that the staff really care and they will listen to how James feels. I know he appreciates this,” explains Helen. “And of course, they’ve helped him to get a formal diagnosis meaning he now has the right medication for his disorders, which has been important in helping him to feel calmer too.”

Specialist skills that offer peace of mind

“The support we’ve received from Hope School is a far cry from my experiences with mainstream education,” explains Helen. “As soon as James attended Hope School they knew immediately from his behaviour that he had ASD and ADHD.”

How your child will progress

“The staff don’t look down on you or judge your parenting in any way. They are amazing.”



Hope School Level System

Each lesson your child is awarded points which equate to a level at the end of the week. These levels allow pupils to earn credits.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning behaviour.	Improving behaviour.	Acceptable behaviour.	Responsible behaviour.	Independent behaviour.
Will seldom...	Will sometimes...	Will often...	Will usually...	Will always...
1. Behave well towards adults and other pupils. 2. Listen and follow instructions. 3. Line up well or enter the room quietly. 4. Work well without disturbing others. 5. Settle to work quickly.	1. Get on well with adults and other pupils. 2. Listen to adults without interrupting. 3. Line up well without disturbing others. 4. Work well without disrupting lessons. 5. Try his best to complete his work well.	1. Work well with other pupils. 2. Listen to adults and follow instructions quickly. 3. Line up quietly and enter the room sensibly. 4. Raise his hand rather than shouting out. 5. Complete his work as well as he can.	1. Work well with other pupils and adults. 2. Behave well for all adults. 3. Line up quietly and go straight to his desk/table. 4. Work quietly and raise his hand rather than shouting out. 5. Try new tasks willingly.	1. Respond well to other pupils and adults. 2. Listen to and follow instructions willingly. 3. Wait patiently and enter class quietly. 4. Move around school in a sensible way. 5. Work well in all situations.
Daily points – 0-53	Daily points – 54-83	Daily points – 84-113	Daily points – 114-135	Daily points – 136-150
Weekly% 0–35%	36 – 55 %	56 – 75 %	76 – 90%	91 – 100 %



Joanne believes Hope School offers children fantastic staff who couldn’t be better, even if parents handpicked them personally

Tony started at Hope School whilst in junior school. Joanne explains: “Tony has been to a number of different mainstream schools and the staff would exclude him saying they were unable to manage his behaviour. He would be violent, scream, hit out and answer back which led to him being excluded,” says Joanne.

Big difference

After a turbulent time in mainstream education, Hope School was recommended to Joanne and she was urged to consider it for Tony’s education. “I was reluctant initially, it was a very different environment to mainstream school, but it’s the best thing I ever did,” says Joanne. “It’s a good job there are schools like Hope School. If it wasn’t for them, Tony wouldn’t be in education. They have made such a big difference to Tony and to us as a family.”

Just like extended family

Joanne has seen some big changes in Tony’s behaviour, personality and social ability. “Tony has learned how to communicate. He participates in banter now, something he couldn’t do before Hope School, and he’s much more able to mix with other people now,” says Joanne. She feels many of the changes she has seen in Tony are down to the caring and patient staff at Hope School.

Nurturing environment

The small class sizes at Hope School mean that staff have the capacity to really get to know each individual child and their unique personalities. “It’s such a nurturing environment. You can see that staff really care about each child.”

Joanne also believes the small intimate class sizes have really benefited Tony. “We have been made to feel part of a family at Hope School. The staff don’t look down on you or judge your parenting in any way. They are amazing.”

Joanne Breen lives in Dovecot with her son, Tony, 13 who is at Hope School. Tony has been diagnosed with Attachment Disorder and Asperger Syndrome.

Ofsted say: “The behaviour of pupils is outstanding. For the vast majority of the time a visitor would not know that the pupils are placed at the school because of their behaviour.”

Communicating with parents



We believe in working closely with our families and communicating regularly. Above all, we want parents to be involved in their child's education at home and in school.

We pledge to...

- Make letters, text messages, school prospectus and key policies 'parent friendly', useful and informative. We aim to remove 'school jargon' so that they are easy to understand.
- Update the class website pages every half-term, including information on what your child will learn, key school dates and upcoming events.
- Update the school App regularly so that you can easily view school news and updates.
- Send termly reports informing parents of their child's progress.
- Share your child's targets with you and explain how you can best support your child.
- Ask class teachers to phone parents regularly to let them know of all the positive things that are happening at school. We will also use this opportunity to tell them about the homework your child will be receiving.
- Display key information on the school website.
- Use home/school books when appropriate.
- Send annual reports at the end of each year.

...and all pupils have a green homework and reading diary that also allows messages to be recorded.

We invite parents into school...

- For Celebration Days at the end of the winter and summer terms. At these events you will get to look at your child's books, and talk to the staff who know your child about their progress.
- Family Learning Days each half-term (this will usually be the day that we finish for half term). Dates and further information is available on the website.
- Run 'Family Works' - family learning programmes - each term.
- Invite parents/carers to a 1-2 day 'Hope Holiday' residential visit as the culmination of the 'Family Works' programme.
- Encourage parents to attend specific groups that will help them to understand a child's special needs.

“He comes home thrilled that he's scored enough points and that his hard work has been recognised”



Lynn Goodwin lives in Dovecot with her son, Josh, 12. Josh has Attention Deficit Hyperactivity Disorder (ADHD) and has attended Hope School since he was six years old.

Lynn Goodwin feels Hope School offers great communication from staff who care and provide a safe, secure and happy environment for children

Welcoming staff with the right skills

When the decision was made for Josh to attend Hope School, Lynn remembers feeling some anxieties about the changes and how the school would manage Josh's behaviour. "Josh's behaviour was chaotic when he first transferred to Hope School. He lacked concentration and would be disruptive in class, but things have really settled for him," says Lynn. She feels this has a great deal to do with the attention Josh receives from the staff and their welcoming nature.

Lynn is also Parent Governor and is always keen to hear parent views of the school. She feels the specialist knowledge each staff member has about ADHD plays a major role in supporting changes in Josh's behaviour. "Mainstream education isn't able to offer the same kind of skills that Hope School can," says Lynn.

Positive changes and influencing others

Lynn has seen some calming changes in Josh's behaviour during his time at Hope School. She's very proud of the fact that Josh has been elected as an Anti-bullying Ambassador. "It's a great opportunity for Josh - he loves that he's been selected and been given extra responsibility," explains Lynn.

Rewarding good behaviour

At Hope School, each child has set behavioural targets to reach. During each class they'll receive a number of points based on how they did. Lynn has found that this has worked well for Josh and that he really enjoys the trips that are provided as a reward. "Josh has received lots of rewards for his learning and his behaviour. He's loved going out of school for special lunches! He comes home thrilled that he's scored enough points and that his hard work has been recognised," says Lynn.



Whole School Forum

We want pupils to see themselves as part of a wider school community, and to have a voice in that community.

Through the Whole School Forum, pupils have a voice and are able to influence how the school is run and what it offers. Each term pupils are asked if they would like to write a speech to present at Hope School Forum. The pupils then vote on who they think would make a good Chairperson, Secretary and Treasurer.

The Anti - Bullying Ambassadors

Our Anti-Bullying Ambassadors, who like to be known as 'Hope Guardians', work across the school to increase awareness of bullying.

Awards

Hope Guardians won the Diana Award in 2013 for their fabulous work within the school. They then went on to win a 'Dragon's Den' competition where they had to present

their idea of an Anti-Bullying Calendar to an audience of over 150 people!

Last school year the Hope Guardians were asked to showcase their work at the Liverpool Town Hall, to help the re-launch of the Liverpool Anti-Bullying Strategy which was featured in the Liverpool Echo. The Guardians were also interviewed by a local radio station and explained how they try to combat bullying, and help others overcome any worries they may have.

Pupils get involved with Eco Schools programme

As a school we will be pushing to gain our next certificate in the Eco Schools programme, and as we have already gained our silver award, we will strive to gain the green flag award.

Boys get involved

We have been working closely with the YMCA farmers growing our own crops including potatoes, onions, spring

onions, radish, cabbage, lettuce and carrots. All boys have planted sunflowers in our school garden to see whose flower will grow the largest. We have also visited the YMCA farm called Dutch Farm, and all pupils learnt what they grow, why and how it helps the homeless.



Governorship

The Board of Governors consists of representatives of parents, teachers and the Local Education Authority. They work closely with the staff and Senior Leadership Team to support the school and plan its strategic developments. You will find further information on the website.

Do you want to be a Governor?

If you want to be a school governor, please contact the school office.



How to find us



At Hope School we are committed to the principle that all children have the right to an education which meets their learning, emotional and social needs.

We aim to establish and develop the foundations for their lifelong learning.

Our school motto is "If I Try I Can" and we feel with the correct support and direction our pupils can achieve!



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