



# *Hopedale*

We work best, when we work together!



A nurturing and therapeutic special school for children aged 5-18 with social, emotional and mental health needs and/or aspects of autistic spectrum disorder



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**Dr Amy Hopkin (NPQH) and Mrs Sarah Deaville - Proprietor**  
**Mrs Sarahjane Cuncannon-Edwards - Headteacher**

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Is your child happy, fulfilled and engaged in learning on a full-time basis?

If the answer to this question is 'no', and your child has an Education, Health and Care Plan, then Hopedale School could be what you have been looking for!

*"We feel passionately about providing the best education for pupils with additional needs, and believe that this can be achieved through a therapeutic approach centred around the individual needs of every child."*

Located in North Staffordshire, Hopedale serves families of Stoke-on-Trent, Cheshire East & Staffordshire.



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For further information and admissions advice, please feel free to contact the school and we will help you in any way that we can.



## Welcome to Hopedale

We are a group of skilled and experienced school leaders and teachers of pupils with Special Educational Needs. Our expertise and roles have included leading and managing outstanding SEMH, MLD, SLD and ASD schools, behaviour consultancy, reintegration programme development and extensive multi-agency working.

We feel passionately about providing the best education for pupils with SEMH and/or ASD, and believe that this can be achieved through a therapeutic approach.

Mainstream schools try exceptionally hard to offer appropriate support and provision, but sometimes pupils are only able to access a part time timetable. Not only does this put a great deal of pressure on parents, who are already finding it difficult to cope with their child's needs, but also, further lowers pupils' self-esteem.

## Mission Statement

Our aim is to provide innovative and enjoyable education, therapy and early intervention for pupils, sometimes (and only where appropriate) enabling them to successfully return to mainstream schooling, but always helping them to become happy, positive and valuable members of society.

## Ethos

Hopedale School enables pupils, to access a curriculum that does not follow the prescriptive model, but that offers a personalised education rooted in social and emotional development, enabling the very best achievement both personally and academically. In addition to offering tailored, individual pupil support to a much greater degree than can be offered in a traditional school, we are a community in which every aspect is built upon a solid therapeutic base.



## Key Information

Hopedale is registered to provide education to 58 pupils, who are taught within their Key Stage and streamed according to their needs and ability. Pupils are taught in a maximum class size of 8, supported by a teacher and teaching assistants.

### School Uniform

Black School Jumper/Cardigan\*  
Grey or Black Trousers  
Grey Polo Shirt\*  
Black Shoes/Plain Black Trainers  
\*Provided by Hopedale

### P.E. Kit

Sensible Tracksuit  
Bottoms/Shorts  
Sensible T-Shirt  
Trainers/Pumps



### School Day

#### Morning Teaching Session

9:10 - 12:20

(including breakfast, snack and break)

#### Lunch

12:20 - 12:40

#### Afternoon Teaching Session

12:40 - 14:40

## School Meals

We believe that improved health, social and cognitive development cannot be achieved without good nutrition. Poorly nourished children cannot grow and develop optimally, resist infection, learn to their full potential or overcome social, emotional or behavioural difficulties. For this reason, a huge amount of importance is placed on the diet at Hopedale.

Our menus are skilfully devised to offer the highest levels of nutrition. Throughout the day, many opportunities to meet the 'five a day' target are presented to the children. We know that persuading some children to eat fruit and vegetables can be difficult. With this in mind, we use creative techniques to pack as much of these foods as possible into our menus, sometimes hidden!

But it's not just the nutritional aspect of food that we think is important. We believe that sharing and enjoying eating-experiences with others, whether it's just a snack, or a three-course meal, is an excellent vehicle for social development. That's why we set up the Hopedale Bistro, which provides a comfortable, social, and atmospheric environment for dining.

Because we know that many children enjoy gardening, we have our own market garden, which provides some of the fruit and vegetables used to create meals at Hopedale. If we grow enough, we can even sell a small amount of produce at the local farmers' market! The process from 'seed to plate/market' can be extremely rewarding.

While residential pupils eat breakfast in the Hopedale Bistro, our day pupils receive a 'take-away' breakfast during their journey to school, or on arrival. 'Take-Away' breakfasts contain fresh fruit juice, a high fibre cereal bar, a piece of fruit and a small pastry.

All children are given the opportunity (with relevant permission) to take a multivitamin tablet.



# Curriculum

For all Key Stages, Hopedale have adapted the National Curriculum to focus on Social, Emotional, Physical and Intellectual development. We believe strongly that well-being, security and self-esteem are essential building blocks for learning. Our curriculum is fully integrated with the principles of our therapeutic approach, and emphasises the importance of the whole child. Concentration and positive behaviour are enhanced by short sessions, frequent reward times and a great deal of group discussion/self-evaluation. All pupils are encouraged to attend Therapy and Alternative Therapy/Hobby Development sessions weekly and receive Interventions as required.

<b>KS1/2/3 Curriculum</b>	
<b>Core and Foundation Learning</b>	
<b>National Curriculum: English, Maths, Science, Computing, Citizenship, Personal Social &amp; Health Education, Physical Education (including Outdoor Education and Swimming), Art, Music, Design &amp; Technology, Humanities, Religious Education</b>	
<b>KS4/5</b>	
<b>Core Subject Pathway 1</b>	<b>Core Subject Pathway 2</b>
GCSE Maths GCSE English Language GCSE English Literature GCSE Science IT Users (BTEC Award)	Functional Skills English Functional Skills Maths Entry Level Science IT Users (BTEC Award)
<b>Compulsory Foundation Learning</b>	
BTEC Awards: Work Skills Money and Finance Skills Home Cooking Skills Parenting Skills	<b>Other:</b> Physical Education including swimming and outdoor pursuits PSHE Citizenship
<b>Optional Foundation Learning (up to 2)</b>	
BTEC Awards or Certificates Art and Design Performing Arts IT Life Skills GCSE Geography	Sport Hospitality Land-Based Skills Health & Social Care GCSE Geology

## Interventions

Maths & English Boosters  
Social Skills and/or Anger Management Sessions  
Hobby Development  
Home Behaviour Support

## Therapy

Individual Cognitive Behavioural Psychotherapy through  
**Talk, Art or Play**  
Hypnotherapy  
Psychotherapeutic Counselling

## Alternative Therapy

Relaxation and Massage  
Sensory Ceramics  
Therapeutic Music  
Gardening and Horticulture



## Assessment

Pupils are assessed using a range of methods. Assessment for learning, that takes into account pupil self-assessment, alongside short term focused teacher assessment, informs and shapes teaching and learning.

Pupil progress in each subject area is on-going, but is formally assessed termly according to national curriculum outcomes. To recognise the achievement of pupils who make progress in smaller steps, a pre-National Curriculum tool is used.

At the end of each academic year, where appropriate, pupils are tested using Optional Standardised Assessment Tests (and end of key stage tests in yr6). This data is used in conjunction with teacher assessment to determine a final end of year level, and communicated to parents as part of the annual school report.

A Behaviour for Learning and Life scale is used to assess the social, emotional and behavioural development of pupils and their potential to function (or not) in a mainstream school environment. This will provide a focus for pupils and teachers with regard to setting personalised learning plan targets.

## Behaviour Management and Modification

The Hopedale approach to behaviour management and modification has been developed over a number of years and through wide experience. We know that a nurturing approach coupled with effective reward and consequence systems provides an ideal environment in which to learn. Strong boundaries exist ensuring that pupils and staff are safe, learning is not disrupted and property is respected at all times. Happiness, security, consistency and pupil development are at the centre of all we do.

## Facilities

Hopedale school is set in beautiful, tranquil surroundings with a large outdoor space. In the garden, pupils can play football, basketball etc., use the race track and attend to the fruit and vegetable growing area. The school is positioned next to accessible woodland and a rugby pitch (to which we have access). Purpose designed classrooms with large screens, computers and iPads, a science laboratory, music room, technology and ceramic rooms, climbing equipment, therapy and alternative therapy room, food technology area and bistro, maximise opportunities for learning and enjoyment.



# Communication and Community

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## Home-School Communication

- Home-School Contract
- Home-School Diary
- Weekly Phone Call
- Termly Personalised Learning and Behaviour Plan Review
- Annual Review
- Annual Report
- Home Behaviour Support
- Celebration Assemblies
- School Performances
- Parent Workshops

## Multi-agency working

Hopedale is committed to working in partnership with other agencies to ensure 'wrap around' care for pupils. We have extensive experience coordinating service input most relevant to the child, including:

- Social Care
- Child and Adolescent Mental Health Service
- Speech and Language Therapists
- Physiotherapists
- Cognitive Behavioural Psychotherapist
- Counsellors
- Youth Offending Team

## Outreach and Community Links

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Hopedale provides support and advice for local schools and community groups regarding our unique approach to improving the lives of pupils with social, emotional and mental health needs. We aim for all pupils to be an important part of the local community and strive to ensure that they integrate with their peers in appropriate ways such as sport, performance and charity events.



## Therapy

All children at Hopedale are offered individual therapy and alternative therapy. A holistic, therapeutic approach provides the foundation for every aspect of life at Hopedale. We have chosen to follow the pathway of accreditation and continuous improvement offered by The Community of Communities for Therapeutic Communities. This pathway enables us to ensure the highest standard of therapeutic practice through a process of self - and peer - review and provides us with access to best practice and rigorous service standards.

In addition to the therapeutic approach that underpins everyday life at Hopedale, we encourage every child to engage in weekly therapy sessions. Our qualified and experienced in-house therapists assess the needs of children placed at Hopedale, provide appropriate individual programmes. Appropriate therapies may include; cognitive behavioural psychotherapy, playtherapy, hypnotherapy or psychotherapeutic counselling and are dedicated to maintaining a consistent therapeutic approach throughout the school.

## Cognitive Behavioural Psychotherapy

Children with social, emotional and mental health needs often have thoughts that are unhelpful and sometimes not accurate. This pattern of thinking can lead to many problems. The goal of CBPT is to create a more balanced way of thinking and to change any unhelpful patterns of thought and behaviour. It aims to help children understand how their problems began and what perpetuates them. It enables them to link the way that they think (thoughts, beliefs and assumptions), with their feelings (emotions) and what they do (behaviour). It can be carried out through art, play or just talking.

CBPT is not about thinking more positively; instead, it enables children to approach situations in a more balanced way, allowing them to be more effective in solving their own problems and feel more in control of their life. CBPT can help children who suffer from low self-esteem, anger issues, depression, anxiety, post-traumatic stress and attachment disorders.





## Alternative Therapy

### Horticulture and gardening

Improved emotional health can be achieved through a sense of purpose and achievement, alongside exposure to the sensory stimulus gained from working with shape, form, colours, scents and tastes. Some children just feel better for being outside, in touch with nature and the 'great outdoors'. Fruit and vegetables grown at Hopedale are skillfully interwoven into our menus, providing the self-esteem boosting opportunity to follow the process from 'seed to plate'.

### Sensory ceramics

Many aspects of ceramics can provide a therapeutic and uplifting experience for children. Ceramics is something in which everyone can find a feeling of home. Not only can children benefit from the calming feeling of kneading and throwing clay, but they can watch something handmade, form from very little, in a short space of time.

### Relaxation and massage

We have a relaxation room dedicated to alternative therapy. A fully trained (enhanced DBS checked specialist) is available to work with children (and a chaperone) using the following techniques: Indian head massage, reflexology, hand massage, aromatherapy, visualisation and meditation.

### Therapeutic music

Our experience has shown that music can be used to boost self-esteem, encourage group cooperation, alleviate stress, and improve communication. The music programme offered to children at Hopedale, does not focus on formal music training, but instead concentrates on the very aspects of music that can help children to develop socially and emotionally. In a simple fashion, children learn how to play (individually and in a group) a choice of instruments including electric guitar, keyboard, bass guitar and drums, and DJ decks.



## Admissions & Exclusions

We warmly invite families to visit the school and discuss the Hopedale approach to education. In order to attend as a day pupil, children must have an Education, Health and Care Plan (SEMH and/or ASD). Applications are made through the Local Authority Education Office that has responsibility for your child's education. The admission procedure can be obtained from the school office or accessed on the school website.

## Health & Safety

Hopedale gives the highest priority to health and safety matters, including security of the building. All external doors are fitted with security locks and a visitors identification procedure is in place. Every effort is made to ensure the safety and well-being of pupils. As part of the curriculum, your child will take part in swimming, P.E. technology and use of computers or other electronic aids and household appliances. Consent for external visits will be requested annually. The school has qualified, named first aid staff.

## Data Protection

Schools, local authorities and the Department for Education all hold information on pupils in order to run the Children's Services' system, and in doing so, are required to follow the Data Protection Act 2018 and General Data Protection Regulation 2018. Hopedale holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well the school as a whole is doing. This information includes contact details, assessments, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. If you require any further information please contact the school business manager.



## Complaints

Any complaints about Hopedale should be addressed to the Headteacher. Details of the complaints procedure are available from the school.

## Child Protection & Safeguarding

Safeguarding and pupil well-being are of paramount importance. The school is particularly well placed to observe outward signs such as change in behaviour, and where necessary, take action. All staff working within the school are required to undertake an Enhanced DBS check. The Hopedale safeguarding policy is available from the school office

## Exclusions

The school's key aim is to re-engage pupils with learning, therefore, exclusions are an extremely rare occurrence and all efforts are made to ensure pupils remain at the school. Parents will not be requested to support their child's behaviour within the school setting. You need a break!

## Equal Opportunities

Hopedale promotes equality of opportunity for pupils, staff, parents, carers and other people who use the school. In accordance with the Equality Act 2010, we firmly believe that equality of opportunity must be extended to all regardless of disability, gender, social circumstances, ability, colour, culture or beliefs. Copies of the Equality and Diversity policy are available on request.





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Scan to visit us online

**Proprietors:** Amy Hopkin • Sarah Deaville • Jon Armitage • Vivienne Hopkin

An annual account of funding received and expenditure incurred by the school in respect of pupils will be submitted to the Local Authority and on request, to the Secretary of State.