

a Together Trust service

**inscape**  
house

**Prospectus**



**together**  
trust educational services

care • education • support • since 1870



## About the Together Trust

Everybody deserves an equal chance in life. There are no exceptions.

This includes those with behavioural challenges, learning difficulties, physical disabilities, complex health needs and autism spectrum conditions. Each one has the ability and the right to experience joy, happiness and hope.

At the Together Trust we do everything in our power to make that happen and we've been doing it since 1870. We continue to meet the needs of thousands of children, young people and adults in the North West and beyond.

There is nothing more rewarding for us than seeing someone break through their barriers and take control of their life.

Inscape House Schools are part of the Together Trust, one of the UK's biggest specialist education and care charities. For those with autism and their families we aim to provide a pathway of education and support from early years to adulthood. To do this we have a range of interrelated services:

**Bridge College** – specialist Further Education college for young adults with Special Education Needs including autism.

**Newbridge** – day service for adults with special needs including autism.

**New Visions** – day service for disabled adults in Oldham.

**New Directions** – a range of evening leisure and social activities for disabled adults.

**Meridian** – short break service for children and young people with autism and associated challenging behaviours.

**Pendlebury** – shared care service for young people with autism.

**Pocket Nook** – autism specific residential service.

**Domiciliary and outreach service** – providing autism specific support to families at home and in the community.

## About Inscape House Schools

Inscape House Schools have two day special schools for children and young people with autism and other social communication difficulties aged 5 to 19 years. As non-maintained schools they are registered with Ofsted and have National Autistic Society (NAS) accreditation.

In their supportive environments each school recognises potential, enables learning, maximises independence and celebrates the achievements of all in our care.

The schools work very closely with the Inscape Centre for Autism (INCA) whose speech therapists, occupational therapists (OTs) and educational psychologist (EP) are part of the support for learning team.

INCA provides assessment, consultancy and training for schools, families and a wide range of local authorities and also provides a base for local autism parents groups. The Centre has close links with the Manchester Metropolitan University Autism programmes. As a centre for training and research INCA is able to feed the latest ideas into the work of our schools.

At Inscape House we:

- Accept and value each young person and their individual qualities
- Recognise their strengths and differences
- Understand the changing needs of the individual
- Work in partnership with families
- Promote inclusion
- Create a safe, calm and enjoyable learning environment.

## Student profile

Inscape House Schools meet the needs of young people with autism spectrum conditions (including autism and Asperger's syndrome) and other social communication difficulties.

Currently young people are placed with us by many different authorities in the North West of England.

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*My child has attended this school for nine years and enjoyed every minute. Teachers and managers have always been generous with their time and have extensive knowledge of each child.*

*Parent of pupil, 2010*

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## Post 16 years

Our post 16 services aim to provide a stepping stone between school and college or workplace for young people with autism spectrum conditions who cannot for educational, social, or emotional reasons access other forms of education at this point and who continue to need autism-specific environments and approaches. We believe that the provision of further education in personal independence and social skills assists the transition to adulthood, ultimately enabling young people to live in their own communities with the minimum level of appropriate support.

The Russell Centre is Inscape House Salford's provision for 16 to 19 year olds with autism spectrum conditions. It is situated on Parsonage Road in Withington, Manchester within easy access of a range of shops, a library, leisure centre, park and numerous bus routes.

Inscape House Cheadle's post 16 service runs in parallel with the Russell Centre and has its own suite of rooms on the Cheadle campus.

## Access services for pupils

Within the Inscape Centre for Autism (INCA), we provide an educational programme for a group of young people who have experienced a range of difficulties in other settings.

We work with young people who have a diagnosis of Asperger's syndrome or high-functioning autism who may have additional needs such as ADHD, dyspraxia or dyslexia. Some of these young people have had continuous education, but others will have had extended periods of absence or of part-time attendance.

The aim of INCA is to:

- Provide intervention, support and an alternative curriculum, which engages these young people in education
- Help them to understand their diagnosis and to understand why they find some things difficult
- Help them by identifying their individual strengths and raising their self-esteem
- Challenge them to achieve by expanding their curriculum and supporting them to gain accredited qualifications
- Enable them, where appropriate, to transfer to less specialist educational settings either at school or college.

INCA pupils are taught as a discrete group with a high level of staffing. They follow a core curriculum, which is personalised to meet their needs. This can be linked to other therapy and individual community-based programmes, aimed at developing relationships and helping pupils to participate in a range of activities that have an educational component.



## Links with other organisations

In addition to the consultancy work of the Inscape Centre and our schools' commitments to inclusion and the development of other community links, Inscape House maintains connections with a number of other organisations including national, regional and local elements of the National Autistic Society. Inscape House is a member of the NAS Accreditation programme and belongs to the National Association of Special Schools (NASS).

Inscape House has close relationships with local authorities and works in direct partnership with several in the North West.



## Darren's story

Darren is 14 and lives with his mother and brother in a socially disadvantaged area. He had difficulties throughout primary school and stopped attending secondary school after just one term, at which time he had home tuition for two hours per week.

During this period his physical health deteriorated due to a poor diet, smoking cigarettes and cannabis, and occasionally drinking alcohol. His emotional state was described as very fragile and he engaged in self-harming behaviour. He also committed crime to fund his substance use.

Darren was diagnosed with an autistic spectrum condition when he was 13, but still did not manage to attend school despite the efforts of the many agencies involved.

He was referred to the **Inscape Centre** in April 2009 and after assessment during the summer term, he was offered a full time place in September 2009. He is in Year 10 and is studying a range of subjects including GCSE courses in Maths, English, Science and is working on ASDAN youth award scheme.

Darren still experiences difficulties in the community, but is receiving help from appropriate services to enable him to make better choices and manage the risks in his life. His attendance has improved and in autumn 2009 he completed his first full week in school since he was eight years old.



## What we believe in

Young people within the autism spectrum share a pattern of difficulties affecting social understanding and social skills, communication and social imagination (including a lack of flexibility in thought and behaviour). They have distinctive ways of thinking and of perceiving the world and may find learning in typical school settings difficult. In addition, they may have other difficulties around the development of the practical skills of everyday life and in coping with changes in routine or their surroundings.

We recognise that young people with autism are individuals, each with their own particular strengths, weaknesses and needs. We believe that each young person requires an individual response to meet their needs. This response starts with accepting the young person as they are and attempting to see the world from their perspective. Based on this understanding, we try to help them develop the skills and make the adjustments to cope with the demands of everyday life. In doing this we try to work in close collaboration with families, appreciating that parents and siblings have a unique understanding of the young person with autism.

Autism is a lifelong condition, but we know that children and young people with this pattern of strengths and difficulties can be enabled to learn and can be supported to lead fulfilling lives. To support our pupils we employ a range of approaches which have been specifically developed for young people within the autism spectrum. Autism affects each individual differently and our approaches are adapted to reflect this.

Each young person at Inscape House has their own educational programme, which involves a balance of individual work and group work. The programme is delivered by our highly specialist, multidisciplinary staff team, which is trained and experienced in this area of work.

We appreciate that for many young people within the spectrum our social world can be a confusing place which may cause them distress. We seek to help our pupils understand their own emotions, to develop appropriate coping strategies and, where appropriate, to understand the autism spectrum and how it affects them.

We seek a variety of positive outcomes for our pupils. We believe that although autism cannot be cured, each young person can be helped to make progress in many different ways.

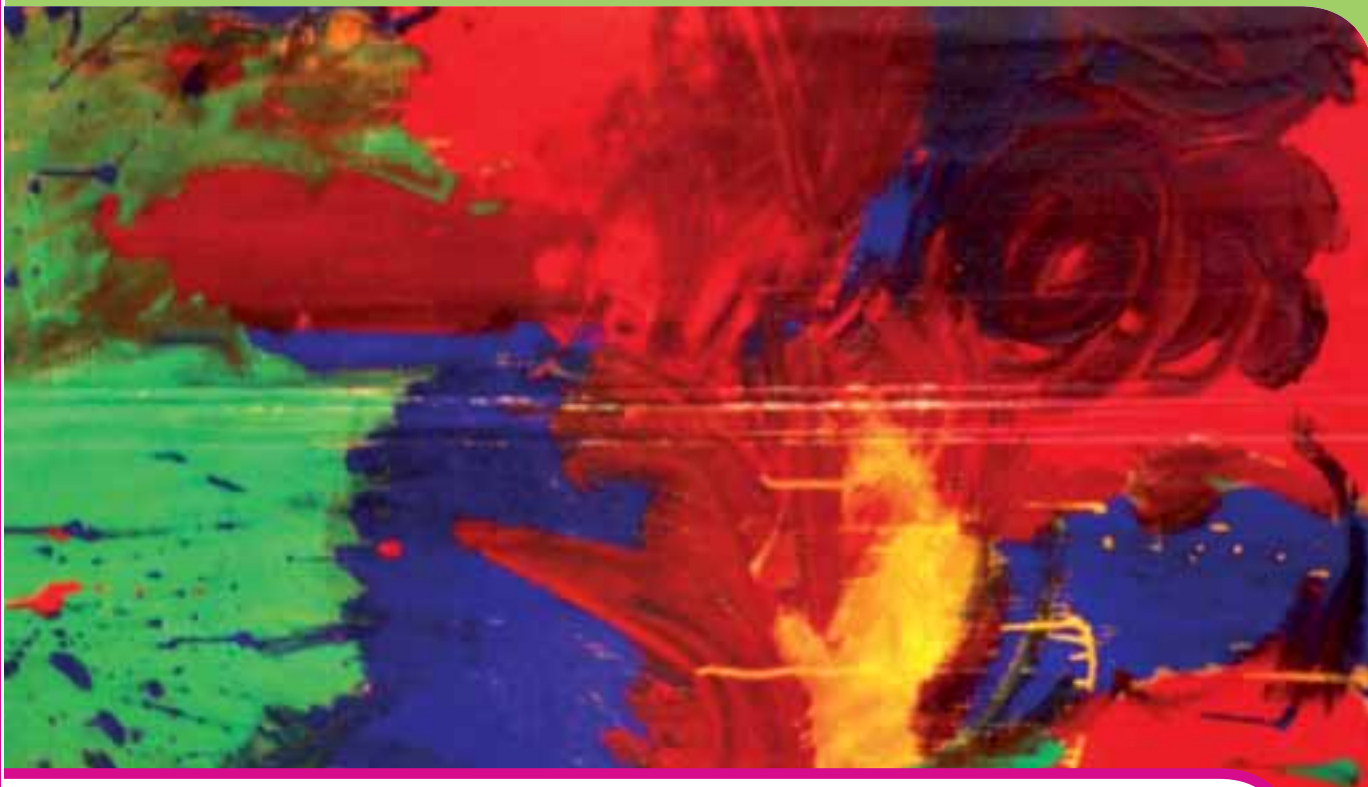
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*Pupils are happy because they are treasured and valued as unique individuals.*

*Ofsted report, May 2010*

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## Sophie's story

Sophie is a young person with an autism spectrum condition. She joined **Inscape House** in her reception year following an exclusion from a mainstream nursery group which resulted from the difficulties that she was experiencing in communication, social understanding and emotional regulation.

Through an interdisciplinary team approach, involving teachers, therapists and assistants working closely with her family, Sophie's delayed language skills showed marked improvement in the early years of her placement. Her core language skills now lie within normal limits.

A structured learning environment, including elements of the TEACCH approach, helped to reduce Sophie's high level of anxiety and allowed her to access a broad and balanced curriculum. Specific interventions such as social skills groups, the use of the Social Use of Language Programme and Social Stories™ have resulted in significant gains in Sophie's social interaction skills. In addition, Sophie's ability to cope with things that are new or not routine has progressed immensely. For example, on first attending Inscape House, Sophie found many social settings overwhelming; now she is a member of the school choir, willingly takes part in school plays, and accesses a variety of social groups, including after school clubs.

Academically, Sophie is also making good progress although she continues to need extra support in some curriculum areas such as PSHE, which is not unusual for a child with autism. Sophie is now accessing a joint programme with inclusive sessions at a local mainstream primary school. She is coping both academically and socially in this environment, with the right level of support and advice from the Inscape staff.

Sophie's mother added:

*"I feel privileged to have my daughter attend Inscape House. The school has a select team of professionals who offer Individual Learning Plans and support for each child.*

*In the four years Sophie has attended Inscape, we have all been taken on a wondrous, eventful journey of progress. Her behaviour, temperament and speech have come on no-end. She is a beautiful, happy and content little girl.*

*Sophie has developed her own unique personality, alongside her sense of humour. She is an absolute joy. I feel Sophie has a bright future ahead of her. I will be indebted to the school staff for ever."*

## Autism-specific approaches

We believe that young people with autism, like all young people, learn best when they are happy, interested and motivated. Like all young people they need to achieve success and have their progress recognised in a way that is meaningful to them. They need tasks which they understand and which match their abilities. They need to be confident and secure and to be given an appropriate level of challenge and stimulation.

However, children and young people with autism do not think and learn in the same way as others and we take this into account in our work with them.

At Inscape House, we employ a range of effective autism-specific approaches to support young people and enable them to learn.

First, we have adopted the framework developed by the National Autistic Society (NAS) for understanding and responding to the needs of children, young people and adults within the spectrum. The acronym for this framework is SPELL, which stands for:

### Structure

Structure makes the world a more predictable, accessible and safer place for young people with autism.

### Positive expectations and approaches

Working with young people with autism requires sensitive but persistent intervention in order to help them make progress. We have positive yet realistic expectations for all the young people with whom we work.

### Empathy

We seek to understand the young person's perspective and experience of the world, including finding out what they find enjoyable and motivating, as well as what frightens or distresses them.

### Low arousal

We seek to provide environments and activities which do not cause the young person to become over-aroused or over-anxious. By being sensitive to each young person's needs in this regard we seek to optimise learning.

### Links

We endeavour to forge strong links with others living and working with the young person so that continuity and consistency is promoted.

We also make use of the SCERTS approach, which provides insight into the young person's patterns of social communication, their emotional regulation and the ways in which they need to be supported.



SPELL and SCERTS provide a good overview of the young person. We then use a range of approaches according to the individual pattern of need. These approaches include:

- TEACCH
- Visual Activity Narratives
- Picture Exchange Communication System (PECS)
- Social Stories and Comic Strip Conversations
- Intensive Interaction
- Social skills and social communication groups
- Sensory Profiling
- Aspects of Applied Behaviour Analysis.

As each young person is unique, the approaches adopted vary to fit the individual pattern of need. Other approaches may be used if required.

## Support for learning

As part of Inscape House, the school has a range of ways in which additional support for pupil learning is provided.

First, Inscape House has a team of **specialist speech and language therapists** who are integral to our work. The team:

- Assess understanding and skills in social communication
- Contribute to Individual Educational Programmes
- Provide direct therapy on an individual or small group basis
- Monitor communication environments.

Inscape House also has input from our own **occupational therapists** and **educational psychologist**, who provide additional advice to staff and families. The team includes a specialist in behaviour management and a Family Liaison and Support Worker

Many young people within the autism spectrum experience sleep problems, which have an adverse effect on both learning and upon family life. Inscape House has a group of **trained sleep counsellors** within the staff team who can provide sleep clinics and individual sleep programmes for young people and their families who require this support.

Our support for learning team work closely with families and visit parents at home to ensure a consistent and holistic approach between school and the family.

The school has close links with other agencies and can call upon other professional advice as required.



## School organisation

Our pupils are taught in small class groups of between four and eight pupils. The size of the group depends upon age and attainment in key areas. In particular, we consider the young person's level and style of communication. Each class group has a teacher and usually two educational assistants who work with the pupils on a daily basis. In addition to the class teachers, the school has specialist teachers for particular areas of the curriculum.

Inscape House Schools start the school day at 9am and finish at 3pm. The schools operate on the customary basis of three terms each year, the pattern of holidays adopted reflecting those of local schools.

The schools have a set of general classrooms and specialist rooms for particular areas of the curriculum (art and food technology), as well as a multi-sensory room, a soft play area and individual learning environments. We have invested heavily in technology to support the curriculum and every classroom has an electronic whiteboard and computers for pupils to use.

We appreciate that physical activity has a role to play in every young person's education and it is particularly important for young people with autism. The school has a variety of play areas which are suited to different kinds of activity, including a sensory garden.

## Pupils enjoy lesson of a lifetime

Pupils from **Inscape House** enjoyed a lesson with a difference in July 2010 when hip-hop community group, Twelve24, visited the school. During the day, the students took part in activities such as break dancing and body popping, to learn about topics including, self-esteem, respect and tackling racist and homophobic stereotypes.

Gail Norrie, deputy head at Inscape House said: *"Pupils at Inscape have autism – they have difficulty with social interaction and social communication, which means that it is particularly important that issues like these are addressed with them. By working with groups such as Twelve24, we can ensure our curriculum meets the needs of each and every pupil, and present topics in a diverse, relevant and entertaining way."*

*The session was thoroughly enjoyed by the pupils and many got to try their hand at activities such as break dancing for the first time. As well as having lots of fun and learning new skills, the pupils were taught some important lessons that will stand them in good stead for the rest of their lives."*

## Curriculum

At Inscape House we offer a broad range of subjects, including the National Curriculum, but we emphasise the development of communication, social and life skills.

The curriculum is highly differentiated and each young person has their own Individual Educational Programme. These contain targets in curriculum subjects and targets that address specific aspects of autism. Older pupils also engage in work-related learning programmes.

Our approach to teaching and learning is based on an understanding of the autism spectrum. Usually, young people with autism will have problems in learning in a social environment. They may find it hard to understand others or to communicate in ways that others understand. They may find it difficult to use imagination, to think flexibly, to problem solve and to transfer what they have learned from one setting to another. Some young people with autism may experience sensory difficulties, clumsiness, problems with handwriting, and difficulties with organisation in school. Therefore, to deliver the curriculum we use a range of effective approaches which support our young people and enable them to learn. The particular approaches used depend upon the young person's pattern of need. Some of our pupils have individualised timetables and may receive tuition on an individual basis. This is balanced with small group or whole group activities at a level that is appropriate for the young person.

At Key Stages Four and Five (14 to 19 years) the curriculum is aimed towards nationally recognised awards, as appropriate to the pupil's ability. Young people are offered the opportunity to complete a range of different qualifications through these programmes. All classes are taught by specialist teachers. An illustration of the learning paths followed is provided on page 15.

## Religious education

We aim to develop awareness of self, others and the world around us and to celebrate festivals which reflect religious diversity. Religious education is closely linked with other areas of the curriculum (e.g. PSHCE, music, humanities) and is taught in incidental ways as well as through specific lessons when appropriate. Whilst we recognise that because of the nature of autism many of our pupils have difficulties with abstract religious concepts, we encourage participation in simple acts of collective worship organised on a small group basis.

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*The inspection supports the positive views of the school, held by the very large majority of parents and carers... They feel listened to and highly valued as partners in promoting their children's learning and development.*

*Parent of pupil, 2010*

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## Personal, social, health and citizenship education

Personal, social, health and citizenship education is an important element of the curriculum at Inscape House. Work in this area begins as soon as the pupil arrives at the school and continues as an integral part of our practice each school day.

Sex and Relationships Education (SRE) is taught within the framework of PSHCE. Individual pupils are encouraged to acknowledge and understand their bodies, to recognise the physical changes that take place in growing up and to comprehend the emotions that accompany these changes.

As with other aspects of learning, sex education must progress at a rate suitable to the stage of development and individual needs of the particular pupil. The school's Policy on sex education and sexuality, including a list of topics and timescales is available on request from the school office.



## Inscape go green

In July 2010 **Inscape Cheadle** held their second annual 'Green Day'. The day is part of a national initiative to help make schools more sustainable.

Activities included some of Key Stage 4 pupils harvesting their home grown garden produce which was served as part of lunch on the day, children's author **Adele Shaw** read to some of Key Stage 2 pupils from her book *Eco Elf*, a Key Stage 3 class worked with an architect looking at ways of creating sustainable buildings and other classes made instruments from recycled materials. Many parents, carers, visitors and friends attended the Fair Trade coffee morning and pupils sold plants that they themselves had grown.

The day acted as a springboard for ongoing projects. The school now has facilities to recycle more materials including on site composting of fruit and vegetable peelings. Garden produce is taken home by pupils to share with their families and is also used as part of a mini-enterprise scheme to produce sandwiches and soups. The school's kitchen garden area also supports the new post 16 curriculum development in work related learning and ASDAN towards independence.

## Pupil participation

Pupils are encouraged to evaluate their own learning during lessons, set their own targets, and make a contribution to the annual review of their progress, in ways that are appropriate to their communicative abilities. Young people are also enabled to contribute information and opinion to the school's section of our website.

We encourage pupils to participate in their learning and to contribute to the life of the school in a range of different ways. The school has a school council which is made up of pupil representatives from classes throughout the school. This gives young people a voice and empowers them to make a contribution to the discussion of many school issues.



## Inscape pupils campaign for the Autism Bill at Westminster, July 2009

Inscape House schools in Cheadle and Salford took an innovative approach to teaching about citizenship in 2009 and arranged an unforgettable visit to the House of Commons for a group of six older pupils who met MPs to explain why they were supporting the Autism Bill.

Pupil Matthew, aged 16, explains:

*"The Autism Bill became law in October and has the potential to have a dramatic impact on the lives of individuals with autism. Re-accreditation of both schools against the full set of National Autistic Society (NAS) standards confirmed that the schools' good autism specific practice, for example around the management of behaviour and the effective use of visual support, enabled students to make choices, gain understanding of different concepts and become increasingly independent."*

## Assessment

Each young person attending the school has a baseline assessment which incorporates a range of measures as well as information from the family and the young person's previous education. Thereafter, pupil progress is measured, recorded and reported in a number of ways including:

- Progress towards the achievement of individual targets
- Progress against curriculum levels
- Progress towards nationally recognised qualifications.

Our pupils vary considerably in their abilities and we seek to help all pupils achieve at the highest level possible. At the end of Key Stage 4 all pupils achieve qualifications (whether GCSEs or qualifications on accredited courses) at a level that is appropriate to the individual. We also recognise and celebrate personal achievements in other areas and support young people in continuing their education beyond the age of sixteen.

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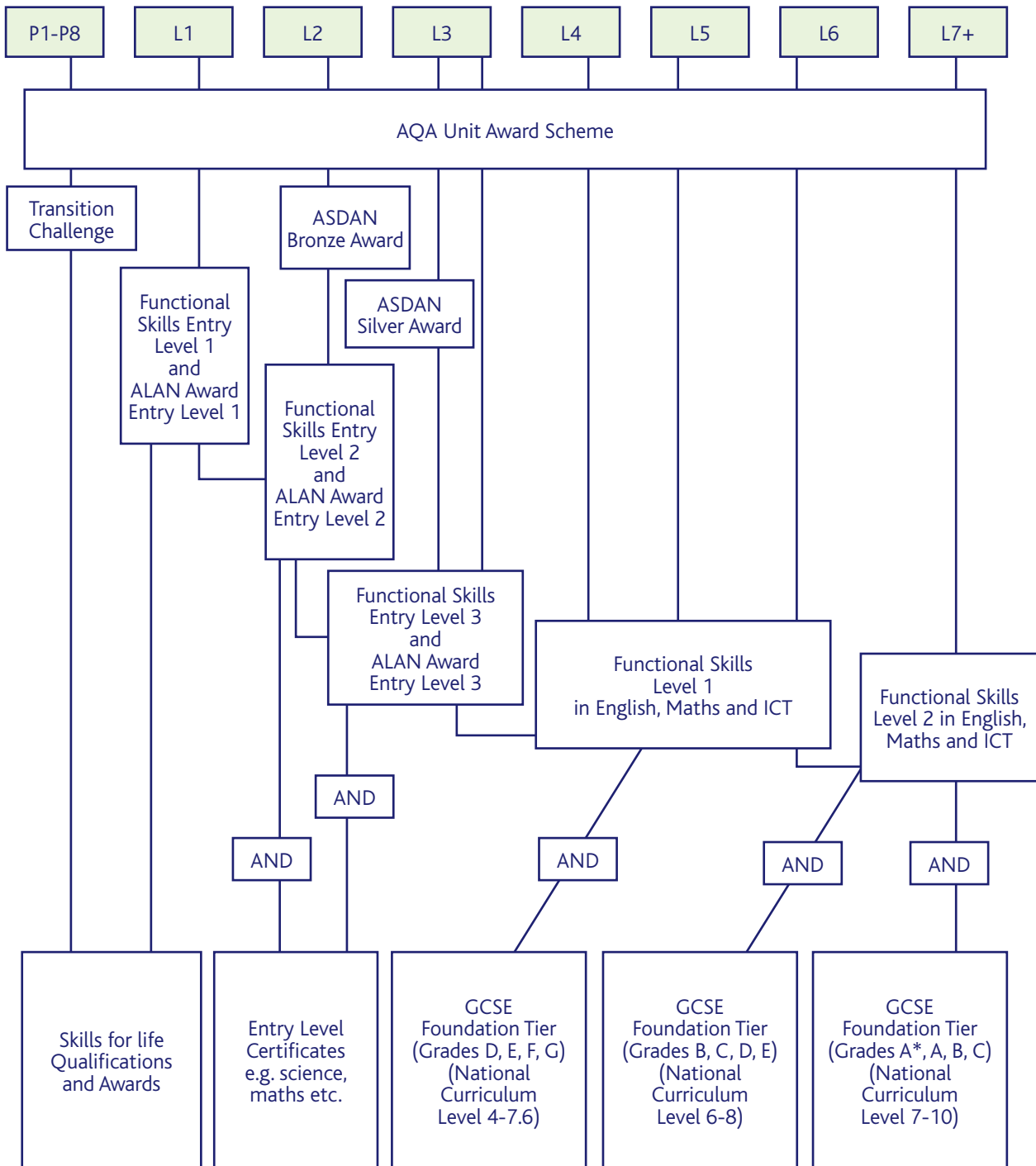
*A significant number of pupils gain an excellent range of accreditations by the time they leave school, a reflection of the outstanding progress made by these particular pupils.*

*Ofsted report, May 2010*

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# Learning Pathway





## Managing behaviour

Some of our pupils present with patterns of behaviour that are challenging to others. In many instances, these happen because of the underlying difficulties associated with autism. We accept that challenging behaviour occurs for a reason and that often it represents a form of communication. As a consequence, we adopt a positive approach to changing behaviour informed by our knowledge and understanding of autism spectrum conditions. We use two specific approaches that go by the acronyms of PROACT SCIPr-UK® and DARTS. Through understanding of the reasons why the young person has challenging behaviour we try to put in place strategies that make it less likely that it occurs and which manage it effectively when it does.

All young people within the school have an individual pupil profile which explains their strengths and weaknesses and which provides basic guidance on effective ways to work with them. In some instances, pupils may have an additional Behaviour Intervention Plan which focuses on specific patterns of behaviour and the strategies to be employed.

The school has a comprehensive behaviour policy which is available to parents. This sets out the basic principles of our approach to challenging behaviour and gives detailed guidance to staff. Wherever possible we try to help pupils understand and regulate their emotions and to teach them more positive ways to express them.

The school has an anti-bullying policy which is incorporated into the behaviour policy and informs our practice in this regard. Whether bullying arises from a young person's autism or not we seek to prevent it occurring.

## Bullying

Bullying can be defined as 'a person coercing others by fear' and can take place in any school. Within Inscape House Schools, the high staff to pupil ratio and close supervision throughout the day by staff who are familiar with the children helps to prevent incidents of this nature. By recognising and understanding the needs of our pupils we attempt to create a supportive environment where behaviour management is proactive. In the event that bullying should occur, parents would be consulted and a behaviour plan would be developed.



## Partnership with parents

At Inscape House we work closely with families and listen to parents' wishes and aspirations. Wherever possible, we respect parental preferences with regard to issues such as diet, dress and religious matters. We communicate with parents in many different ways, including:

- Home-school books
- Informal meetings and telephone contacts
- Annual reviews
- Open days and parents evenings
- Newsletters.

All our parents receive a handbook which provides more information about these and other ways of sharing information with us.

Through Inscape House Extended Services we offer a range of additional support to families including:

- After school and holiday activities for pupils
- Family activities at weekends and during holidays
- Sibling groups
- Parent workshops
- Advice and training with regard to challenging behaviour.

We want our parents and families to participate in the life and running of the school. Parent governors represent parental views on our governing body and Inscape Friends, our parents association, provides fund-raising and other activities that our families can join.



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*Excellent attention is given to all aspects of care, guidance and support. The school's work with parents and carers ensures that pupils make good progress and that their well-being is assured.*

*Ofsted report, May 2010*

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## Child protection

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All staff employed at Inscape House have enhanced CRB checks and are appointed through safe recruitment procedures. All staff receive training in child protection generally and in relation to autism in particular. This training is refreshed and updated at regular intervals.

Staff at Inscape House are sensitive to the special educational needs of our pupils but acknowledge that schools have an important part to play in child protection young people. Parents should be aware, therefore, that where a member of staff is concerned about a pupil's physical or emotional well-being, these concerns will be reported to the Headteacher. In some circumstances, the school may in accordance with Together Trust and Local Authority child protection procedures report the concern to the Social Services Department immediately.

If such a situation occurs, it is likely that a social worker will contact parents directly.

## School meals

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Parents are given the option of their child having a school meal or providing a packed lunch. We offer choices for school meals and are conscious of nutritional factors in the planning of menus. Inscape House Schools are part of the Healthy Schools initiative and have won a Healthy Schools Award.

In addition, daily snacks are provided as part of our PSHCE programme to develop social and communication skills and the ability to make choices and to extend the range of food acceptable to the child. A range of snacks is offered and consideration is given to the likes/dislikes of pupils as well as to the need for a healthy diet.

Inscape House is aware of relevant research on the special dietary needs of children with autism spectrum conditions. Where a parent chooses a special diet for the child we are happy to support this choice and provide, as far as is possible, appropriate meals and snacks within school.

## Uniform

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We do not insist that pupils wear school uniform, recognising that some young people with autism have sensory sensitivities around clothing. However, we recommend that pupils wear clothes and footwear that are appropriate for school and the activities to be undertaken. Sweatshirts and polo shirts in school colours with the school logo embroidered on them are available for purchase.



## Medication

The medical needs of Inscape House pupils are provided for by their Local Health Authorities (LHAs). Some services (e.g. dental checks and some immunisation) may be made available within school by the LHA in which the school is located. Parental permission is required for all services.

Some pupils may require the administration of medication during the course of the school day. In this event, staff will only undertake this responsibility with the written permission of parents. All instances of the administration of medication are recorded and the record is retained in the child's file.

## Voluntary contributions

In addition to addressing National Curriculum subjects, the needs of our children require extra-curricular programmes to support and extend their learning and opportunities within the wider community. Under certain limited circumstances, parents may be asked for voluntary contributions to help with the cost of some activities. A pupil will not be excluded from such activities if parents are unable to make a contribution.

## Equal opportunities

It is the policy of Inscape House that all pupils have full access to a broad and balanced curriculum, regardless of gender, class, ethnic origin, culture, first language, and nature or degree of disability. Activities are planned to maximise opportunities for each pupil, taking into account their individual background, interests and experiences.

The school also operates an equal opportunities approach to the appointment of staff in keeping with Together Trust Policies and Procedures.





## Complaints

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We acknowledge that from time to time parents may have concerns about their child's educational programme, the way in which it is being delivered, or other aspects of their child's education. In the first instance these concerns should be addressed to the child's class teacher or to the Headteacher. In the event of continuing concern, parents have redress to the Inscape House complaints procedure, which is distributed to parents on admission of their child to the school.

Copies are available on request from the school office and are on the website ([www.togethertrust.org.uk/education/inscape-house](http://www.togethertrust.org.uk/education/inscape-house))

## Privacy notice Data Protection Act 1998

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All schools collect, manage and update personal data about its pupils and is a Data Controller for the purposes of the Data Protection Act 1998. We hold this personal data and use it to:

- Support teaching and learning
- Monitor and report on progress
- Provide appropriate pastoral care
- Assess how well the school is doing.

This information includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about our pupils to anyone outside the school without parental consent unless the law and our rules permit it. Please see the Together Trust Website's 'School Privacy Notice' for more information on this. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DFE).

## Additional information

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A Parent Handbook will be given to parents at the beginning of the school year and will contain further information on:

- School holidays
- School uniforms
- Behaviour
- School day
- Medication
- Inscape Friends
- Absence
- School meals in more detail
- Floor plan
- Different staff and their roles.

Additional statutory information such as staff lists and examination results change from time to time and are supplied separately.

Parents can request copies of school policies from the school administrator without charge and most are available on the website.



## Governance

The school has a Governing Body chaired by a Trustee from the Together Trust. Membership of the Governing Body includes:

- The Chair
- Appointed governors with experience and/or knowledge of autism, education and the management of schools, business and finance
- Elected governors, including two parent governors, a teacher governor and a governor representing non-teaching staff
- Together Trust Director of Educational Services
- Headteacher
- Local authority representative.

The governing body is responsible for the management, policies and strategic development of the school. It meets at least three times each year.

## Quality assurance

Inscape House is committed to providing high quality educational programmes to all our pupils. The school is part of the National Autistic Society's Accreditation Programme and has achieved accredited status. The school also has a Healthy Schools Award.

As part of the Together Trust Inscape House participates in the PQASSO programme, a quality assurance system created for the voluntary sector. The school also has its own quality assurance programme which informs the school's self-evaluation and improvement planning processes.

## Inscape Friends

Inscape Friends is the name given to the school's Parents' Association which is affiliated to the National Federation of Parent-Teacher Associations. The aim of Inscape Friends is to support the education and development of pupils within the school by providing and assisting in the provision of resources and activities for the school.

Membership is open to all parents/carers of pupils at Inscape House and to any other people who are associated with or interested in the school.

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*The school has done a wonderful job with my grandson, both with his education and his general well-being.*

*Grandparent, 2010*

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*The result of outstanding care, guidance and support is the good progress pupils make in their learning and personal development, despite their complex learning difficulties. The high commitment to removing barriers to learning shown by leaders and shared by staff is reflected in all the school's work.*

*Ofsted report, May 2010*

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**Inscape Music Festival** is an annual event organised by Inscape Salford involving pupils from 12 special schools across Greater Manchester. Pictured: Festival Director, Peter Adamson (right) with Inscape Salford pupil Alex as 'Buddy Holly' performing 'Peggy Sue' on stage at the Salford Lowry Theatre, July 2009

## Admissions

Admissions do not depend upon a diagnosis of an autism spectrum condition but upon a common pattern of special educational need, including the need for:

- A broad curriculum with an emphasis on the development of social, communication and independence skills
- Structure and specialism in the teaching approaches adopted
- Consistency and continuity within and between Key Stages
- Work to be conducted in small groups with a high staff/student ratio or individual personalised programmes
- Speech and language therapy as an integral part of the educational programme.

We welcome informal contact from parents and professionals who are seeking places for young people at the school. These give us the opportunity to explain more about ourselves and to answer any questions that you may have.

The schools operate an admissions procedure which typically involves:

- An initial visit to the school by the young person's parents/carers
- A referral from the Local Authority including detailed information about the young person
- An observation of the young person in their present school or other familiar context by Inscape House staff
- An offer of a place to the Local Authority, if it is agreed that the child is suitably placed at Inscape House
- An agreement by the Local Authority to fund the placement
- A transition plan including home visits by Inscape House staff and a series of introductory visits to the school.

As part of the transition programme booklets may be prepared to support the young person through the process.

A detailed base line assessment takes place during the first half term of a pupil's placement at Inscape. The base line data is used to set educational autism specific targets that are incorporated into Individual Education Plans (IEPs) and Individual Behavioural Plans (IBPs).

At the end of this time a meeting is held to discuss how the young person has settled at the school and the next steps in their educational programme.

Depending on the nature of the young person's needs, there may be further assessment after the initial observation.

To arrange a visit please contact the Headteacher:

**Inscape Cheadle** 0161 283 4750

**Inscape Salford** 0161 975 2340

**INCA Access Group** 0161 283 4761





**Inscape House School Cheadle**

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Registered charity number 209782

Inscape House is part of the Together Trust, a charity that has been operating for over 140 years. We believe that everyone deserves an equal chance in life and everyone has the ability and right to experience joy, safety, happiness and hope. By providing specialist education, care and community services to children, young people and adults the Together Trust aims to do everything in its power to make that happen.

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