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Welcome to the Inscape House newsletter

Dear families,

As we come to the end of a busy and productive half term, I am delighted to share some of the highlights from the last six weeks. Our school community has held numerous meaningful events that have enriched the lives of our students.

One of the standout moments was a **Parliamentary event** attended by current and former Post-16 students. They represented our school with pride to be part of the discussion around what comes after education for young adults with SEND.

Our commitment to preparing students for the future was further

To commemorate **Holocaust Memorial Day**, we were honoured to host a talk from a Holocaust survivor. This moving and powerful session gave pupils the chance to reflect on history and the importance of tolerance and understanding.

Together, we are shaping a vibrant and inclusive community where every young person is empowered to thrive.

We are also pleased to welcome two new members of staff to our team. Matthew Forman has joined us as the new Art Lead Teacher, and Chris Gallagher will be taking up the role of Head of Upper School on 1 April. Chris steps into this position as Helen Pechey transitions to focus fully on her

strengthened through our meeting with the **Timpson Foundation** to explore potential work experience placements. In addition, the latest **Gusto** work experience programme has begun, giving another group of students valuable, hands-on vocational learning opportunities.

Students across the school have also been engaged in a variety of enriching experiences. We held an event in the hall in February to celebrate **LGBT+ History Month**. Champions and Explorers classes enjoyed a sensory story performance by a visiting theatre group as part of **National Storytelling Week**, sparking creativity and engagement.

We also took part in **NSPCC Number Day**, where pupils enthusiastically joined in numeracy activities while supporting a worthy cause. Last week we celebrated **Safer Internet Day** with an event in the hall for students to understand some of the benefits and dangers of the internet and AI.

vital safeguarding responsibilities. Both Matthew and Chris bring enthusiasm and expertise to their roles, and we are thrilled to have them as part of the team.

Wishing you all a wonderful half term break. We look forward to welcoming the students back on Monday 24 February.

Warm regards,



Hannah Stollar
Head Teacher, Inscape House School



Assisted Animal Intervention

Introducing Shabba, Inscape's new support dog

We are excited to welcome a new addition to the AAI department - Shabba, a 12-year-old Cockapoo. Shabba has quickly settled into his role as Inscape's support dog and has been engaging with students across various pathways.

We are thrilled to have Shabba as part of our team and look forward to the positive impact he will continue to have on our students.



[Learn more about animal sponsorship](#)

Critter Cruisers

Thanks to the generous donations made through the Together Trust website, we were able to provide Nugget and Nibbles, our dwarf hamsters, with their very own set of wheels!

Thank you to everyone who gave and helped support our wonderful animals!



Saving the animals

This term, our Animal Care students, who are working toward their ASDAN qualification, have been studying exotic pets as well as endangered and extinct species. As part of their learning, they visited several key locations including the Swell UK Exotic Pet Shop, the Manchester Museum, and the Lower Moss Wildlife Rescue Centre. These visits provided valuable insights into the impact human activities have on animal populations, contributing to the endangerment of species worldwide.

To end the term, students created posters and designed a social media campaign aimed at raising awareness about the importance of protecting wildlife and the effects of human actions has on animal habitats.



AAI in Nurture

Every Monday, our Nurture classes come together to enjoy an AAI session. This is a great opportunity to build positive peer relationships, share a space together and most of all have fun.

This half term, the animals have been racing each other. We have made a racetrack, measured how fast they go, and kept a score chart, as well as completing animal care such as cleaning the animals and feeding them.

Nurture 1 & 2 have enjoyed spending time together and getting to know each other, and some students have enjoyed spending time over break time and lunchtime playing games and getting to know each other more.

Well done Nurture!



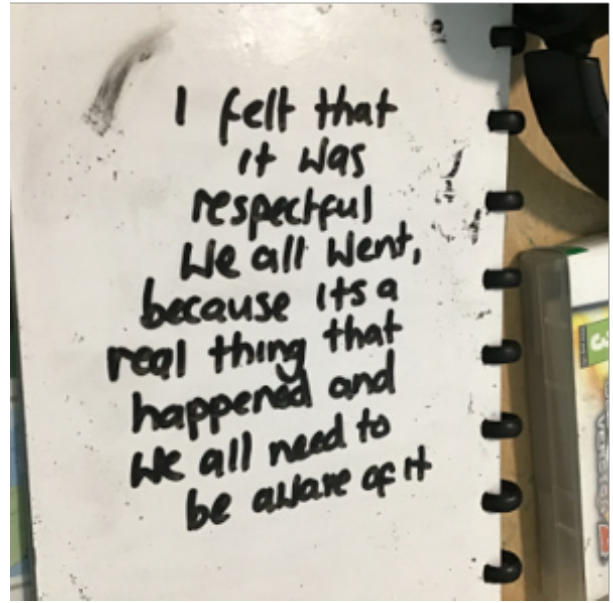
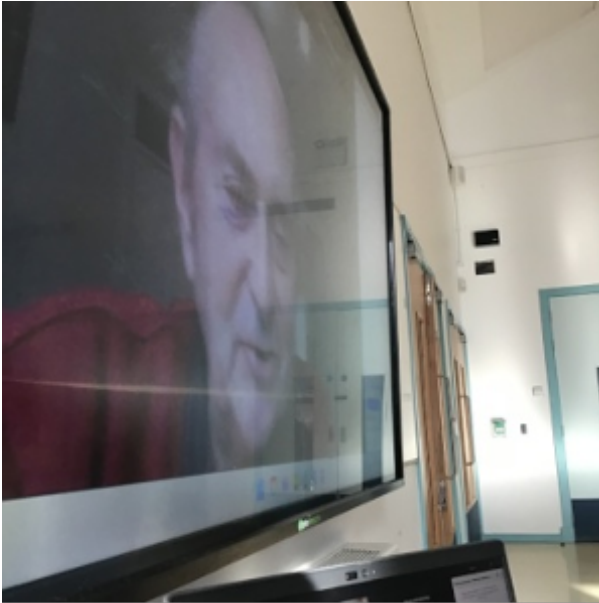
Updates from across the school

Holocaust Memorial Day

This 27 January 2025 marked the 80th Anniversary of the liberation of Auschwitz in 1945. At Inscape, we commemorated this day with a workshop looking at pre-war Jewish life.

Our guest for this was Caroline Slifkin from the **Holocaust Education Trust**. We looked at the many different works of art and poems written by people in the concentration camps, where hope and dreams of freedom were all that people had left.

In the afternoon, we had a guest speaker and Holocaust survivor, Marcel Ladenheim, talk to us via Zoom about his experiences as a child, escaping capture and living in hiding in France. His story was remarkable. The day itself was very moving and thought-provoking experience for all who engaged with it.



What comes after education?: Visit to the House of Commons

On 8 January, students and staff from the Together Trust's education services were invited to join our Campaigning team in London at the Houses of Parliament for the launch of the new report '*What Comes After Education*'.

Students and staff were joined by MPs, advocates and other supporters for a night of raising awareness of the barriers young people with disabilities face after leaving education, and the impact it has on them, and their families.

Before going to the Houses of Parliament, we went to watch *The Lion King* at the theatre, which was unique to say the least. Then we went to get some food because we were all quite hungry. So, we went to McDonalds.

Rebecca, parent of former Inscape student Joshua, spoke on behalf of her son and how Inscape House School had changed his life for the better. However, since leaving, the council are failing to give him access to the support he needs, so she is once again fighting for it.

Quote from student Ebony who attended the event and shared her experience in a video shown on the night:

"The trip itself did make me anxious, which is to be expected, but I think it was useful to go for the experience, and I got to meet up with my friend who has now left the school so that was really nice. I think I did better than I thought I'd do, there were some parts that were really tricky, and it was difficult because I couldn't speak for a while as I have situational mutism, but I did enjoy the trip a lot. And I'm happy I went

to have the experience and I got to meet some really nice people.

The vast majority of young people don't have to feel worried about life after education if they can access support when they leave education, but for those with disabilities it's completely different. Our lives often are in the hands of those who decide to give us the support or not, and more often than not, we have to fight to be heard. These people who decide our fate don't even know us, they have no idea what it's like to have a disability or special needs.

So please read the report, so you are aware of what people with disabilities have to face, just to get the support they need to have the best chances at life.”

Read the report's findings and share with your MP



An update from Counselling and Play Therapy

Our **Counsellors and Play Therapists** have a new addition to the team. Meet Sully, the Therapy dog!

We also have a brand-new Chill Out room. A new calm, quiet space for students to feel relaxed and to support regulation through mindfulness and breath-work sessions

and drop-ins.

Referrals for Counselling and Play Therapy can be made to counsellingreferrals@togethertrust.org.uk



Exciting Progress in Woodlands: Building Skills and Confidence with Tools!

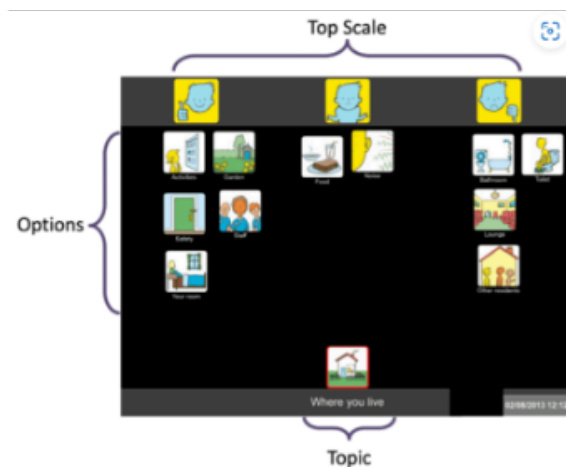
Our **Forest School and garden space** is evolving into a true hub for Forest School activities. This term, our focus has been on developing the children's practical skills using a variety of tools, including secateurs, loppers, and bowsaws.

Through hands-on experience, the children have been enhancing their fine and gross motor skills while learning to use these tools safely and effectively. They have particularly enjoyed snipping smaller twigs with secateurs and tackling larger branches with loppers. Some groups have even taken on bigger tasks, using the bowsaw, hand saws and loppers to clear overgrown bushes and trees behind the Central Office. This vital work has helped open up the space, making it a healthier place for the existing trees which were struggling, and more inviting for outdoor learning, which we hope to do there in the future.

In the process, the children have developed a keen understanding of which tool is best suited for each task—using the saws to cut larger trunks, the loppers to tackle sturdy side shoots, and the secateurs for trimming finer branches. Their enthusiasm has been truly inspiring; even in windy or rainy weather, they have remained eager to continue their work. Seeing the tangible progress they’ve made has given them a real sense of achievement, boosting their confidence and pride in their efforts.

Thanks to their collective hard work, more light now filters through to the woodland floor, enhancing the ecological balance and creating an even richer environment for exploration and discovery. It has been truly rewarding to see the children so engaged —building confidence, independence, and a deep appreciation for nature. We’re excited to see what they will achieve next!

An update from Speech and Language Therapy



Recently, the **Speech and Language Therapy** team led an LGBTQ+ themed Attention Autism as part of the LGBTQ+ event in school. Attention Autism is an intervention that aims to develop attention, engagement and communication, and create an invitation to learn. Our Champions and Explorers students were invited to engage in a rainbow-themed session to celebrate diversity and inclusivity. Items and activities were designed to have sensory appeal, and our Stage 3 students took turns to pop coloured confetti!

Pupil voice has also been a focus for this term. The Speech and Language Therapy team have delivered training to staff around ways to gather pupil voice, including the use of Talking Mats and Blob Trees. Pupil voice can be used to inform changes,

leading to an improved experience of school for students.

Classroom highlights



U2 Community Travel Training Experience

On 7 February, U2 took part in an exciting travel training session. For the first time ever, all six students joined the community visit to Stockport City Centre. It was a fantastic learning experience!

They boarded the 309 bus and set off to Stockport, where everyone was full of excitement. After a lovely lunch, they made their way to the Stockport Bus Interchange to catch the 312 bus back to school. This time, each student was given a coin to buy their own bus ticket, which gave them the chance to practice independent travel skills.

Throughout the entire journey, the students were calm and well-regulated, showing great focus and maturity. They were all proud to return to school on time, having learned so much along the way. A great experience that helped build confidence for all.

[Try the Train](#)

As part of the travel training curriculum, three of the students from C4 have participated in **'Try the Train'** which provides support for students to take part in planning and participating in train journeys.

This 6-week course, every Friday throughout January and February, is an opportunity for students to work as a group organising trips out. The trips included various forms of transport including taxis, buses and trains, where students use apps to plan the timetable for a trip. It is a great opportunity for students to work as part of a team.

The students enjoyed two trips out. The first trip involved taking the train from Gatley to Piccadilly station in Manchester. Every step of the journey was planned, from taking a taxi to Gatley station, the train to Piccadilly and then a bus down to the Arndale Centre food court for lunch. The highlight of this trip was that the students got a free lunch of their choice at the Arndale Food Court, provided by the 'Try the Train' organisation.

The next trip was based around an activity chosen by the students. The trip involved a train journey to Bolton and a visit to a Crazy Golf activity. Students and staff enjoyed the opportunity to take part in a fun activity, whilst also improving their independent travel skills.

Sessions have included researching times of trains to and from the groups chosen destination. Discussing the problems that may arise when using public transport and finding solutions to these problems. Spending time at Manchester Piccadilly, students also spoke to train staff and even police officers about their roles in the station and what help they could give to the students if needed while travelling on public transport.

A particular highlight was one student saying that this was the first time they had travelled on a train or been into Manchester city centre, which demonstrates the importance of the work we do in Post-16 towards independence skills.



Learning skills for life

Pupils in C1 have been working on the **ASDAN Towards Independence** modules of using a washing machine and a dishwasher. Nathaniel has been working on loading the dishwasher with assistance after using the air fryer to cook chicken nuggets. Natasha has been learning to use the washing machine and will now place clothing in the machine drum, add washing powder to the compartment and then press the start button following prompting.

Students in C2 have been learning how to prepare snacks using an air fryer. Our focus has been on using it safely, including handling hot food with tongs to prevent burns.

In C3, pupils have been taking part in a number of activities to help them prepare for their work placement in the café, which included helping to set up the café for lunch and made hot drinks.

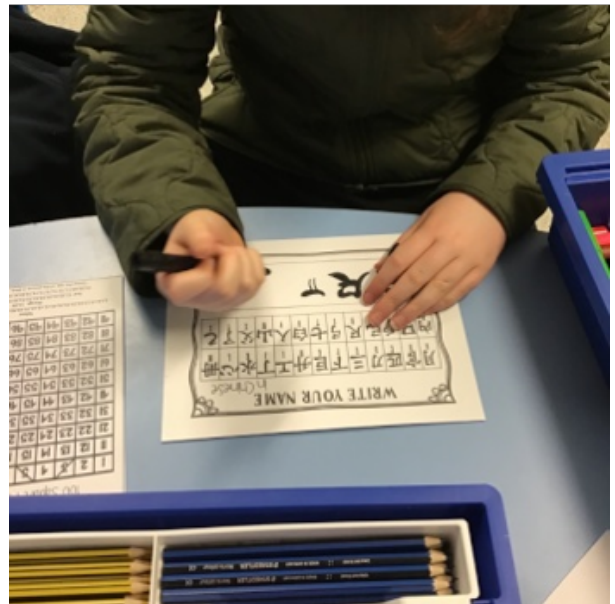


Chinese New Year Celebrations

This half term, L3 has celebrated the first day of the **Chinese New Year**. The class learnt how to say 'Happy New Year' in Chinese and that one in every six people in the world celebrate Chinese New Year. Customs vary but the main idea is to remember family and wish everyone peace and prosperity in the coming year.

They found out that Chinese people follow the lunar calendar and that there are many legends about how the New Year came about. Each year is associated with an animal from the zodiac and often these animals are the same across different Asian countries, including China, South Korea, North Korea, Singapore and Cambodia.

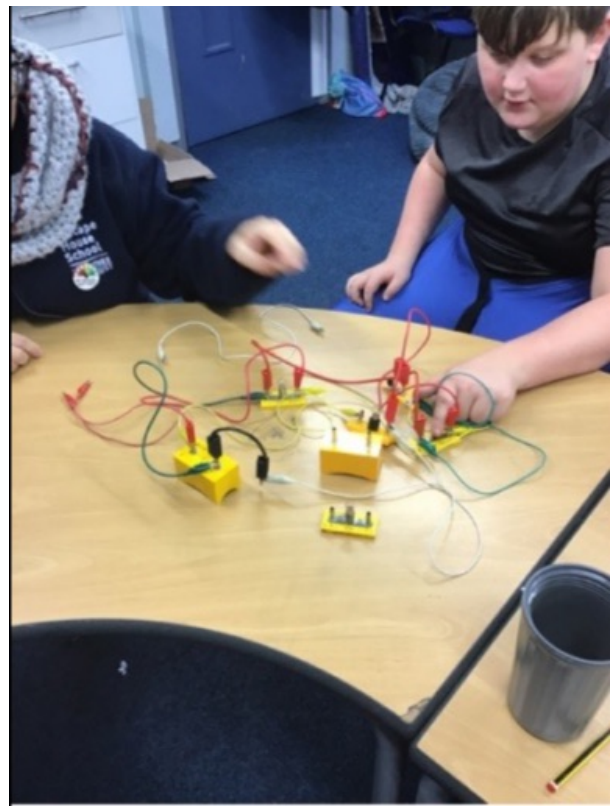
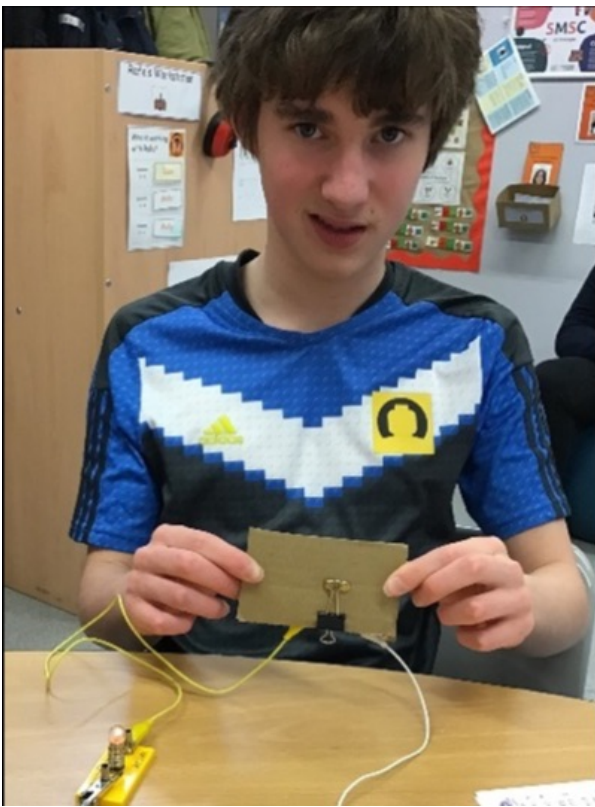
Our class worked out what animal we were: Louise is a pig, Alfie and Chelsey are the monkey, Brooke is a rabbit, Terry is a goat, James is a rooster, Georgie is a tiger, Erin is a horse and Jude is a snake - which is the animal being celebrated this year. We had a great session listening to Chinese music while making lanterns to celebrate the New Year.



Exploring Electricity

This half term in Science, M2 have explored 'Electricity and Magnetism' where students have become more independent at building their own series circuits! They have also been testing different materials to see if they are 'conductors' or 'insulators' and really enjoyed making their own electrical switches out of split pins, paperclips and bulldog clips!

M5 have also been working on electricity and magnetism in Science and have enjoyed working with practical resources to create different circuits and understand how they work. We have experimented with different components such as bulbs, buzzers and switches. The students were able to work independently and as a small group to create working circuits.



Work experience as told by a student

“Work experience is a huge deal when it comes to someone like me. I’m slowly exiting teenhood and becoming an adult. So when Mercedes asked if I would like to come over to their Stockport dealership for some work experience, I jumped at the chance.

I’ve always had a liking for cars so a job at a car dealer seemed right up my street (pun intended). The jobs me and Jake did during our time there included working in the parts department and the sales department taking pictures of cars ready to be sold. Both were equally enjoyable in their own right. But it requires someone who is organised good with their hands shows a lot of attention to detail and in all honesty someone who really likes working with cars. So perfect for me but what about you? That is for you to decide. But I will tell you that the staff are very nice very patient eager to teach us and even let us print and keep some number plates. So with that said a very nice experience.”

By Harry Watson

Burns Night celebrations

As part of our learning about other cultures and traditions, Helen Pechey came into N2 to talk about some of the traditions that surround **Burns Night** and why it is celebrated in Scotland – Helen comes from Glasgow so loves to talk about all things Scottish.

Helen brought in some haggis, Irn Bru (sugar free!), shortbread and oatcakes for us to taste if we wanted. Not everyone was brave enough to try the haggis but those that did enjoyed it. Helen also recited some Burns poetry and explained what it meant.



Beat Band Boogie

This term in U1 our topic has been **Beat Band Boogie** - all about music!

We have read a book about an orchestra who made instruments from rubbish, as well as making our own. In Art, we have been trying to copy the style of Kandinsky, who used to draw what music made him feel. We did the same. We listened to everything

from chilled out music like Bob Marley, to rousing classical music like Tchaikovsky and even rock music like Metallica; we tried to portray colours and shapes that showed the moods the music gave us. We also used different materials, such as crayons and watercolours to see how this would come out.



Outdoor adventures

This half term, M4 has had a brilliant time building and lighting a fire in outdoor education.

They then enjoyed some hot chocolate and toasted marshmallows as a treat!



Have a great break!

We'll see you back on Monday 24 February



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