Wilsic Hall School
Prospectus 2015 | 2016

A specialist residential school offering flexible education and care for people aged 11 to 19, all of whom have complex needs including behaviour that may challenge and a learning disability, often in association with autism.

Providing the right support at the right time
Established in 1975, Hesley Group provides flexible, specialist residential services, schools and colleges. We aim to offer the best possible care, education and vocational opportunities for young people and adults, often with autism, who have a learning disability and complex needs including behaviour that may challenge.

Wilsic Hall School primarily offers a 52 week per year service. Alternate flexible arrangements can also be made to meet specific individual needs, including respite and day provision.

Hesley Group’s mission is to enable people with complex needs to achieve their full potential

Hesley Group Values


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Hesley Group Comprises:
Hesley Holdings Ltd. Registered in England No. 5150235
The Hesley Group Ltd. Registered in England No. 2665377
Registered office for all companies:
Central Services, Hesley Hall, Tickhill, Doncaster DN11 9HH
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The information in this prospectus is correct at the time of print. The information required of a Statement of Purpose, as per Schedule 1 of the Children’s Homes Regulations, 2001 (as amended 2011, 2013 and 2015), is available as a separate complementary document and should be issued to parents, with this prospectus; and is otherwise available on request by telephoning our freephone referral enquiry line on 0800 055 6789.
We aim to provide the best possible care, as well as the best possible education.

Overview

Wilsic Hall School is situated in its own 14-acre site approximately five miles south of Doncaster. Its central location provides easy access by road, rail or air.

The school’s mission is to enhance the lives of the 31 people entrusted to its services by focusing on their specific needs, capabilities and aspirations.
Our aim is to support people to maximise their potential and achieve a progressively more independent quality of life. This is achieved through:

**Child-centred focus**
This encompasses education, care, communication, health, behaviour, recreational/vocational programmes, emotional wellbeing and citizenship. People are encouraged to participate in activities and empowered to make their own decisions, with support if required.

**Individual Education Plans**
Each person has a carefully designed Individual Education Plan (IEP) based on their specific needs and aspirations in line with the National Curriculum.

**Communication**
Our specialist speech and language therapist works with each person to help develop the best and most appropriate communication methods for them. Communication profiles are detailed and specific to enable staff to ensure everyone has adequate time to process information and make informed decisions.

**Citizenship**
By creating a safe, predictable and stimulating environment, we seek to give everyone the support they need to be as active members of their community as possible, with the aim of meaningful social inclusion.

**Trust and relationships**
Secure and familiar social networks are extremely important and these are developed and built upon from day one, creating trusting and valued relationships between not only the person, but also their immediate and extended family and friends and our staff team.

**Professional services**
A dedicated team including support workers, teachers, tutors, clinical psychologist, assistant psychologists, behaviour therapist, occupational therapist, a consultant psychiatrist, a consultant paediatrician and speech and language therapists ensure that each person has ready access to the services they require. Staff support people through each day on a flexible and individual basis, with waking staff always on duty at night.

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**Care and education**
Residential care and education is provided for up to 31 people, all of whom have complex needs, behaviour that may challenge and a learning disability, often in association with autism. The school primarily operates on a 52-week residential basis with extended school terms. We are able to look at flexible packages to suit the needs of individual people where other arrangements may be required, including respite and day placements.

**High-quality accommodation and facilities**
The school has a range of classrooms and flexible spaces to accommodate a wide variety of activities and create positive learning environments. There is also a range of onsite facilities to complement and enrich the lives of those who come to live and learn with us.

Our accommodation is based upon a residential model in small house groups. This enables people to learn critical life skills and develop social relationships. Home life provides the opportunity for creativity, and people are encouraged to personalise their own space and take part in house based activities. Every person has their own bedroom, the majority of which have en-suite bathrooms.

**Extended learning**
During evenings, weekends and school holidays, a wide range of extra-curricular activities are on offer. These include clubs and visits to ensure that people are fully engaged with appropriately stimulating experiences during their waking hours. We have a full-time activity programme co-ordinator to devise, arrange, deliver and monitor the provision of activities both at school and in the local community. (See also ‘Out of school’ p15).

**Keeping in contact**
People are supported and encouraged to keep in touch with their family and friends in the way that works best for them.

**Safeguarding**
Hesley Group offers a person-centred approach which aims to support the development of independence and create a safe environment to maximise potential. This culture includes our schools, which are strongly child-centred. The philosophy is one of warmth, security, consistency, understanding and trust. Our safeguarding arrangements sit in this context. (See also p14).

**Health and safety**
We are committed to ensuring the health, safety and welfare of all those who access, live or work in our services. Wilsic Hall School adheres to all procedures in place under Hesley Group’s Health and Safety Policy.
Flexible specialist provision based on experience

With over 30 years’ experience of providing specialist services at the school, the staff at Wilsic Hall pride themselves on offering a highly professional, residential and educational provision. All of the people we support have complex needs including behaviour that may challenge and a learning disability, often in association with autism. While our primary service is 52-week per year provision, we can offer a range of flexible alternative options, to meet an individual’s needs.
Our aims and philosophy

The principal aim of the school is to support each person to develop independence through a broad learning experience in an environment that offers warmth, security, consistency and understanding within a 24-hour curriculum. A purposeful and calm atmosphere is encouraged through the professional approach adopted by all staff. Trust and a positive rapport between the people we support and the staff underpin the ethos of the school.

We aim to meet the spiritual, social, moral and cultural needs of everyone by promoting the following principles:

• Helping them develop their self-knowledge, self-esteem and self-confidence;
• Helping them to distinguish right from wrong and to understand rules and cooperate with others;
• Encouraging people to accept responsibility for their behaviour where this is possible and appropriate, given their specific need; and to show initiative and to understand how they can contribute to community life;
• Providing people with a broad general knowledge of citizenship in respect of public institutions and services such as the police and emergency services, at a level appropriate to their understanding;
• Assisting them to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions.

Positive, non-aversive strategies are used to change or reduce the severity and frequency of complex and behaviours that may challenge us to meet. All behaviour is seen as satisfying a particular need, or occurring for a specific reason. We therefore seek to understand and identify what may underlie or trigger particular behaviours; and what might be done to address such behaviours, which may challenge or trouble the person and/or those around them.

By encouraging and reinforcing behaviour which is more positive and helpful for the person and those around them, distress is reduced and the individual supported and enabled to engage more positively in an enjoyable and meaningful life. This can of course take time, and there are often ups and down in progress. However staff remain committed to enabling people to maximise their potential in this and other ways. No actions that threaten the dignity of a child or young adult are either used or permitted. All staff attend training in the Hesley Enhancing Lives Programme (HELP) which emphasises empathy and proactive support. (See also p9).

Equality and diversity

There is a commitment to providing equal opportunities for everyone with different needs relating to culture, religion and beliefs.

The school supports people who have English as an additional language, by providing access to resources in their first language. We will endeavour to produce written documentation in the preferred language and, where appropriate, the services of an interpreter will be sourced. Wilsic Hall School operates a ‘Total Approach to Communication’ where everyone has access to information in a range of formats including speech, signing and symbols.

All children, young adults and staff will receive fair and equal treatment based on their abilities or needs, in all aspects of our employment and service provision.

Hesley Group prohibits acts of unlawful or unjustifiable discrimination and respects the fundamental human right of everyone not to be discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.

We are committed to promoting community cohesion within our services. We will strive to ensure each person and staff member is supported to realise their potential.

The school’s philosophy and practices fully support an approach which ensures that all children and young adults, whatever their background or their circumstances, have the best possible opportunities to be healthy, stay safe, enjoy life and achieve, make a positive contribution and attain economic well-being.

Consultation, Involvement and Advocacy

We consult everyone and involve everyone in designing their pathways and programmes. The School Council self-advocacy group meets regularly and plays a big part in planning events and offering suggestions for the school.

Everyone has access to individual advocacy. Our schools work closely with established advocacy providers to support and promote the voice of the person and advocate for his or her rights.

Each person has access to our complaints procedure in a format most appropriate for them.
The environment, the multi-disciplinary support and
our staff team make our school an excellent choice
for people with complex needs. The care and support
of those people is paramount and we do all we can
to provide learning experiences within a positive
risk framework. To this end our staff are trained and
competent in providing positive behaviour support
through Therapeutic Crisis Intervention (TCI).

Therapeutic crisis intervention

A diagnosis of an autistic spectrum disorder or learning disability does not in itself predict the complex needs and associated behaviours of any individual. Our therapeutic environment can provide an opportunity for people to gradually gain a better understanding of themselves and their needs, wishes, behaviours, strengths and challenges.

Accredited by the British Institute of Learning Disabilities (BILD), Therapeutic Crisis Intervention is an internationally recognised proactive crisis prevention and management approach, which originated from Cornell University in the United States. TCI recognises that it is the actions and reactions of those around them that strongly shapes and influences their behaviour, as well as their emotional and social development.
Our approach, developed from the sound base of TCI and that of Applied Behavioural Analysis (ABA) is called the Hesley Enhancing Lives Programme (HELP), which is used in all Hesley Group services and adapted to the needs and circumstances of each individual and the service in which they live.

Empathy and proactive support is essential to reduce stress and avoid crisis. Despite this, there may be occasions when it is necessary to physically intervene in a situation. Physical intervention is considered as a last resort where other measures have not been effective. Except in the case of emergency, wherever physical interventions are necessary full assessment and consultation takes place with the person and their family/representatives, and agreed to be in the best interests of the supported person. The intention will always be to use physical interventions as infrequently as possible and to discontinue any such interventions as soon as safe and appropriate to do so.

Physical interventions are delivered in line with PRoACT-SCIP® UK guidance and the BILD Code of Practice. For further information please visit www.bild.org.uk in the section: Physical Intervention Accreditation.

Our policies, guidance and reporting processes comply fully with national care standards and regulations.

HELPWorks at Hesley encompasses a number of key component which all interlink. This framework, with HELP, together represent the essence of what we do. More information on HELPWorks can be found on our website www.hesleygroup.co.uk

HELPWorks

Values

Individual Pathways

Meaningful Activities

Family

Staff

Partnership

Communication Training

High Quality Therapeutic Environments

Learning Disabilities, Autism and Complex Needs Training

Applied Behaviour Analysis

Multi-Disciplinary Team Working

High Quality Therapeutic Environments

Values

HELPWorks at Hesley encompasses a number of key component which all interlink. This framework, with HELP, together represent the essence of what we do. More information on HELPWorks can be found on our website www.hesleygroup.co.uk
Education

Age range: 11 to 19 years
Sex: Mixed
Capacity: 31 students

We celebrate the achievements of each and every person
At Wilsic Hall School our curriculum objectives are to:

- Value every person;
- Identify and provide for the educational needs of each student so they may develop to the highest possible standard within his or her own abilities;
- Foster all-round development through a balanced waking-day experience;
- Develop a sense of self-respect and the ability to live as confident, self-motivated adults;
- Encourage the development of the skills necessary to cope with everyday problems together with the ability to co-operate with others and to contribute to their own well-being;
- Help people to acquire knowledge and skills relevant to adult life and to access the community successfully;
- Foster awareness of religious and moral values including those of different cultures, religions and ways of life.

Individual Education Plan (IEP)
When a person comes to Wilsic Hall School, an IEP is created with step-by-step targets to enable successes to be celebrated early and often. This plan is used to carefully tailor lessons to suit each person and encourage enhanced thinking skills and an enjoyment of the learning experience.

Students follow the National Curriculum at Key Stages 3 and 4. At Key Stage 4, they have the opportunity to participate in work-related learning and citizenship. We take account of community cohesion locally, regionally, nationally and internationally within the curriculum.

Key skills are also built into the curriculum and form the basis of our students’ development. These key skills are: communication, application of number, information communication technology, working with others, problem solving and improving own learning and performance. Wilsic Hall School also provides a range of externally accredited, nationally recognised qualifications.

Educational visits
People will from time to time be offered the opportunity to take part in educational visits. A successful educational visit can greatly enhance the school curriculum and help motivate everyone. Wilsic Hall School provides informative, exciting and stimulating educational visits, in the context of positive and supportive risk management which follows Department for Education guidance and complies with regulations. We undertake thorough risk assessments in relation to each person and their specific needs. Staffing, travel arrangements and the site to be visited are all carefully considered.

24 Hour Curriculum
At Wilsic Hall School people benefit from a 24 hour curriculum. We aim to equip everybody with the confidence and general relationship skills they may need when they come to transition to the next stage of their life. These skills, including cooking, cleaning and socialising, are taught both in school and in the home setting. Everyone has a transition plan written to suit their needs and this is followed by both the education and care teams jointly.

Achievement
People’s achievements are recognised and acknowledged on a daily basis. Progress is monitored through the formal assessment process and equally importantly, successes are celebrated by peers, staff, family and friends.

A list of awards and qualifications gained during the previous school year is available from the school on request.

Religious education and worship
Everyone at Wilsic receives appropriate instruction in religious education in line with the syllabus. To make the lessons directly relevant and accessible to people with learning disabilities, which may be severe, as well as other complex needs, social, moral and cultural issues are addressed accordingly.

All staff and students participate in collective worship, daily and weekly at the school assembly, which provides a celebratory focus. These assemblies offer a mixture of comparative cultural, topical and secular themes. They are designed to reflect and celebrate the multi-faith culture that exists in Britain today. Religious and cultural issues are also discussed with parents/carers.

Terms and student holidays
Details of our Terms and Student Holiday Schedule are attached as Appendix 1 and are available online at www.hesleygroup.co.uk.

Exclusions
Exclusions are very rare. In the unlikely event that a decision is made to exclude someone, this will only be in extreme circumstances, and generally only when all available strategies have proved unsuccessful in maintaining inclusion. There have been no exclusions during the last school year.
Coming to live with us

We want everyone to be as happy as possible from their very first day at Wilsic Hall School. We also take planning for the future, after leaving school, very seriously.

You are more than welcome to visit the school to find out more and ask any questions. Further information is available for families, carers and professionals in our Statement of Purpose which is available upon request. Referrals are accepted from the authority that will fund the placement. The authority will be asked to send through relevant information which will be reviewed to ensure that Wilsic Hall School may be in a position to positively address the needs of the referred person.

People referred to Wilsic Hall School must have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) and be assessed in person before admission, to ascertain whether their needs can be met by the provision.
This Pre-admission Assessment is carried out by one of the assessment teams from our schools and children’s services and can include members of our clinical, care management and education teams. They will arrange to meet the person and as many people centrally involved in their lives and direct care and education as possible to assess their needs. This is the start of the child-centred planning process that ensures each person is treated as an individual.

**Emergency placements:** In emergency situations we aim to be flexible and responsive and will tailor our admission process to reflect the needs of each person.

If it is felt that Wilsic Hall School is the best option for the person, the authority will be informed and a contract written. Hesley Group primarily uses the National Schools Contract (NASS) for placements within our schools and children’s services. Information on what is/is not provided within our standard fee is issued as an appendix with the contract (see Appendix 2).

**Admission**

The transition process will be managed by a senior manager from Wilsic Hall School who will work with the person, their family/carers and the authority that will fund the place to ensure the move is properly planned and managed and that the best interests of the person are properly met.

**Transition to Adult Services**

After reaching 18 years of age, people can stay on in the children’s home pending their next move.

A full risk assessment and evaluation of their daily routine is, however, undertaken to ensure their residence in the children’s home has no adverse effect on the children and people under the age of 18 also living there, while continuing to meet their own needs.

After 18 years of age, placements become transitional, and increased links are made with the appropriate adult service, while the person continues in their last year of education in the school setting.

Every effort is made through the Education and Looked After Children reviews to find the most appropriate next placement, before the person leaves school.

On a limited number of occasions, the person might stay in the children’s home after 19 years of age until an appropriate adult placement is found.

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**Life at Wilsic Hall School**

At Wilsic Hall School we aim to provide the best possible care, as well as the best possible education.

Based in a beautiful rural setting, with ready community access, the people at Wilsic Hall School live in high-quality accommodation within the 14 acres of school grounds. We offer a range of homely flats, semi-detached and detached houses where people have their own space to relax and have fun.

All accommodation is furnished to a high standard and people can personalise their rooms with photos, posters, toys and school work. The people who live at Wilsic Hall School are encouraged to take responsibility for the tidiness of their homes and especially their own rooms.

The properties are all maintained on-site by a very dedicated maintenance team, who work hard to ensure that all environments are warm, homely and are of a high standard.
Staff and support

Our recruitment process is thorough and before joining us people’s employment histories are thoroughly checked, references taken up and Disclosure and Barring Service (DBS) checks carried out. Hesley Group prides itself on its training and support to staff. A number of team members have achieved long-term service awards for 10 and 20 years, which reflects the commitment of these highly dedicated staff to those they support and our commitment to reward and celebrate their significant and highly valued achievements.

Every new member of staff benefits from a comprehensive induction programme. Continuous staff development enables new and established staff to expand their skills and knowledge.

People are supported by a range of staff including:

- Support staff (days and nights), team leaders, deputy care managers, care managers and a registered manager who work together to ensure people receive the care and support they need at all times of day and night.
- The head of education, class teachers, support assistants, and key workers who ensure that teaching and learning is effective.
- The hotel services manager and school administrator each lead teams of core and administrative staff who contribute to the smooth running of the school.

For a full list of educational posts (including qualifications) please refer to our complete staffing structure and list of educational staff at Appendix 3.

Wilsic Hall School works with a range of specialists employed by Hesley Group. These specialists work directly with the people living at Wilsic and with staff to tailor support for each individual and include:

- Consultant Clinical Psychologist
- Assistant Psychologist
- Consultant Psychiatrist
- Speech and Language Therapist
- Behaviour Therapist
- Occupational Therapist

Safeguarding

As providers of care to children and people with disabilities we have a duty to ensure that our safeguarding processes are robust, comprehensive and transparent. This includes ensuring people are listened to and concerns acted upon, that our staff teams are trained and competent in supporting people and that our management and reporting systems meet the standards required by law. All safeguarding approaches are kept under review and up to date with current guidance.
Health

Our aim is that each person is as healthy as possible.

As well as our specialist multi-disciplinary team, our school has access to the following professional services:

- General Practitioners
- Consultant Paediatrician
- Dentist
- Chiropodist
- Optician

Each person has a medical assessment soon after admission, followed by annual check-ups. People are registered with the local GP, giving them access to all usual health services. Epilepsy, for example, is well provided for and additional support for anyone will be arranged if required. Specific dietary requirements are catered for.

Healthy eating

People return home from school for their meals and are encouraged to learn how to prepare healthy and nutritious food.

Out of school

Wilsic Hall School has an activity programme coordinator who liaises closely with care managers to develop activities for evenings, weekends and school holidays. People have access to a wide choice of clubs, activities and outings.

Throughout the year they can participate in both structured and informal activities including visits to the swimming pool, bowling alley and local walks, as well as joining a range of clubs. These have included, based on individual interests, ICT, cinema, art, scouts, zumba, aromatherapy, baking, sensory, music, aerobics and youth club. People can also take part in the Youth Achievement Award which is similar to the Duke of Edinburgh Award.

At weekends and during the school holidays there is a programme of exciting trips that are enjoyed by both the individuals and staff. For example, recent trips have included visits to the Thomas Centre, Xscape, Kingswood and on the Ethel Barge.

Outside the formal curriculum day, we provide multi-tiered activities. Each person has an individual activity programme and community access plan. This includes a range of activities from on-site clubs and groups to off-site activities and visits. We also run theme-based holiday programmes during the school breaks.

Each person has a Life Book which, with support from their key worker, celebrates and pictorially charts their experiences, events and activities from admission to leaving Wilsic Hall School.

Keeping in contact

It is important that people build positive and mutually respectful relationships. To support this each person has their own ‘Contact with Family and Friends Support Plan’ and we welcome visits to the school from friends and families, for whom accommodation can be arranged.

Key Workers are central in keeping families and carers updated on progress by phone, mail, Skype and email. Families and carers are also invited to the many events held by the school and wider Hesley Group.

Reviews

Each person has a series of support plans that are based on their personal needs and aspirations. These are monitored on an ongoing basis to identify any changes that may need to be made to education or support packages.

The initial placement review takes place between the first week and the first month of the placement. The first full review takes place within four months of admission to confirm that the placement is suitable and to set future education/care objectives. After the initial review there will be six-monthly and annual reviews.

The annual review of the Statement of Educational Needs/ Education Health and Care Plan will usually be held at the same time as one of the above regular reviews.

The individuals, parents, staff, external agencies (eg local authorities) and professionals are all invited to reviews which will consider progress, aspirations, achievement, changes in circumstances, educational/care objectives and any special requests. Any difficulties are addressed and there is always an opportunity for full discussion.

Transition Planning

Hesley Group involves individuals, their families and appropriate others in devising a pathway plan which will help inform their transition into adult life. This planning occurs from 14 years of age and considerable attention is given to getting transition right.
Quality assurance and policy

Hesley Group has designated managers that develops policy and best practice initiatives and assess how well we are doing in meeting our objectives and complying with national standards. This includes the management of health and safety and keeping people safe. The organisation consults with people using the service and their families/representatives.

The Quality Governance Board reports regularly to the Board and Executive on service standards and any improvements needed.

There is a large range of supportive documents available relating to all aspects of the provision at Wilsic Hall School. Summaries of key policies are available online via the Policies page of our website. Should you require a hard copy of any of the following policies, please feel free to contact the school:

- Safeguarding Children and Young People
- Individual Risk Assessments and Management Planning
- Effective Behaviour Support
- Care and Health Support
- Health and Safety Policies and Guidance
- Preventing and Tackling Bullying
- School Curriculum
- Activities and Visits
- Single Equality Scheme including Disability Equality Duty
- Use of Physical Interventions
- Exclusion of Students
- Sex and Relationship Education
- Compliments and Complaints

A total of five formal complaints were received during the last school year, four of which were satisfactorily resolved, one is still outstanding at the time of writing.

Hesley Group has a formal procedure for complaints in accordance with the Education Act (2002). Copies of this and our complaints form are available from the school.

Regulatory reports

Wilsic Hall School is inspected by Ofsted for our education and social care services. You can view online the information Ofsted holds about our education provision, including the latest Inspection Report and a link to Parent View, via our website or direct through Ofsted’s website at www.ofsted.gov.uk.

If you require a copy of the latest Ofsted inspection report for children’s personal and social care in our schools, please contact us on our freephone number 0800 0556789.
Welcome to Wilsic Hall School

Hello

These pages will tell you about Wilsic Hall in an easy read format
What kind of houses are there?

- Flats
- Houses

You will live with other people.
Who can help me?

Support Workers  Teachers  Care Manager

Speech and Language Therapy  Psychology  Activity Coordinators

Behaviour Therapist  Psychiatry  Occupational Therapist
There are lots of fun activities to do at Wilsic Hall.

- Arts and crafts
- Beauty
- Music
- Walks
- Computers
- Games
- Swings
- Sensory room

And many more.....
You can go out and do other activities:

- Shopping
- Cinema
- Parks
- Seaside
- Restaurants
- Swimming
- Bowling
- Trampolining
- Horse riding
- Social groups
- Farms

and many more...
Keeping Safe

Everyone at Wilsic Hall will help and support you to keep safe.

If you feel unsafe we can help you tell us why.
Questions

Telephone us 01302866906

Email us enquiries@hesleygroup.co.uk

Write to us Hesley Group
Central Services
Hesley Hall
Tickhill
Doncaster
DN11 9HH
Contact details

Head: Mr Geoff Turner

Address:
Wilsic Hall School
Wadworth
Doncaster
South Yorkshire
DN11 9AG

Referral enquiries: 0800 0556789 (freephone)
or complete our online enquiry form

Telephone: 01302 856382
Fax: 01302 853608
Email us: enquiries@hesleygroup.co.uk
Website: www.wilsichallschool.co.uk

Location and directions

Wilsic Hall School is situated in its own 14-acre
site approximately five miles south of Doncaster.
Its central location provides easy access by road,
rail or air. Here is a guide to how easy it can be to
visit us and the people we support.

By road
Our postcode for Satellite Navigation is DN11 9AG

Approximate travelling times by road are:

- Birmingham – 90 miles: 1hr 40mins
- Carlisle – 146 miles: 2hrs 40mins
- Derby – 47 miles: 1hr
- Leeds – 38 miles: 55mins
- Liverpool – 104 miles: 2hrs
- London – 167 miles: 3hrs
- Manchester – 57 miles: 1hr 45mins
- Newcastle upon Tyne – 120 miles: 2hrs
- Sheffield – 19 miles: 45mins
- Worcester – 121 miles: 2hrs 10mins
- York – 49 miles: 1hr

Google Maps is a great online resource that can assist
you with directions for getting to us and approximate
travelling times.

By rail
Doncaster is on the main East Coast rail line with a frequent
service to London that takes only 1 hour 50 minutes.

Approximate train travelling times are:

- Birmingham: 1hr 30mins
- Carlisle: 3hrs 30mins
- Derby: 55mins
- Leeds: 35mins
- Liverpool: 2hrs 20mins
- London (Kings Cross): 1hr 50mins
- Manchester: 1hr 20mins
- Newcastle upon Tyne: 1hr 25mins
- Sheffield: 20mins
- Worcester: 2hrs 30mins
- York: 25mins

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