



## **Annual Report for Parents**

### **Hill House School 2023 - 2024**

#### **Ofsted – Outstanding in Social Care and Outstanding in Education**

#### **Overview of our School Year 2023 - 2024**

Our report last year detailed our School Development plans for 2023 – 24 all of which related to our curriculum aims of Communication, Independence, Discovery, Resilience and Self-Regulation.

To further develop practitioner / collaborative enquiry - research opportunities – work in hand with University College London in relation to Literacy pathways for young people with ASC/SLD

Development of poly tunnel and raised bed reconfiguration/Wildlife trail at bottom of field/Development of animal care – established with further development planned for 24 - 25

Eco Cabin as base for One Planet Living work – established and ongoing

Duke of Edinburgh – starting this as a timetabled activity – 5 successful Awards completed

Implement CODES assessment and offer Gestalt training – Completed by S&LT

Building work-related learning/work experience offer – ongoing development

Further develop Integrated Learning Journey and Review – Education and Care combined.

Further 'in conversation with' training videos – to include an introduction to ACORNs, Professional Learning Community as well as Understanding Medication series.

Termly MDT Individual Education Planning reviews – working well with joint target setting and review

Plan a Student Social Space in the Loft – consultation with students for their leisure choices in this new space - Awaiting therapy team move after Christmas to make space available.

Plan 5 Training Days for Care staff across the year - actioned

Regular MSAG meetings (Medication Safety Audit Group) - actioned

‘Our Voice and Choice’ Group launch and link into Youth Parliament

To develop a ‘Moving Home’ Pack – updated version in use

Update our HHS Reception area – waiting room created.

Eco-monitoring for the whole site with Science Scope technology – enabling us to fulfil our Eco School and One Planet Living intentions in relation to daily life. Monitoring completed for year and reviewed to feed into our new 24 - 25 plan.

Creating a new working space for our Multi-Disciplinary Team within the heart of the Education setting – preparation of space progressed well, all clear and awaiting contractors.

I am pleased to report that many of the above aims have all been progressed together with additional initiatives ensuring that we are continuing to strive to extend and improve our service and enhance our practice for all of our children and young people at Hill House. Some projects will continue to be developed over the coming 24 – 25 academic year.

Safeguarding as ever is on every agenda and Louisa Burden, our Designated Safeguarding Lead continues to keep this topic live and relevant to all. Each week Louisa introduces or refreshes a safeguarding conversation with her team emails as well as providing the Designated team with regular supervision and access to a range of training opportunities.

Over this half term, we have supported some positive moves for Students to move on to Supported Living settings, Residential Adult Care Homes and Priors Court College, with all of these young adults taking so many skills with them that we hope they will build on in their new homes. At Hill House, Students have moved into their new classes and are already making progress on a range of Individual Education Plan targets, from individual communication strategies to Duke of Edinburgh work to Harvest Festival celebrations.

As ever, on behalf of the Hill House Team, I would like to thank you for your continued support and I continue to be grateful for your valued feedback and comments.

Kate Landells  
Principal  
20 October 2024

I trust you will enjoy a review of the past 12 months, starting with our progress in Autumn Term 2023

# Education Progress and Achievements Report – Autumn Term 2023

## Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students in Brackets	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning Literacy (26)	26/26 100%	10/26 39%	16/26 61%	
Literacy Phonics and Reading (26)	24/26 92%	8/26 31%	16/26 61%	2/26 8%
Cognition and Learning Numeracy (26)	26/26 100%	12/26 46%	14/26 54%	
PSHE/RSE (26)	25/26 96%	13/26 50%	12/26 46%	1/26 4%
Thematic Learning (Humanities and the Arts) (10)	10/10 100%	6/10 60%	4/10 40%	
Science One Planet Living (10)	10/10 100%	5/10 50%	5/10 50%	
Land Based Science (17)	17/17 100%	13/17 76%	4/17 24%	
Communication and Interaction (27)	26/27 96%	11/27 41%	15/27 56%	1/27 4%
Social & Emotional (26)	24/26 92%	9/26 35%	15/26 57%	2/26 8%
Physical and Sensory Personal Development (26)	25/26 96%	7/26 27%	18/26 69%	1/26 4%
OCR Life and Living Skills Award (16)	13/16 81%	4/16 25%	9/16 56%	3/16 19%
Preparation for Adulthood (27)	27/27 100%	13/27	14/27	

## What has gone well?

The curriculum in both the college and lower school continues to enable the students to make progress in the key areas of;

- **Increasing Independence**
- **Communication**
- **Resilience**
- **Self-regulation**
- **Discovery**

Students in the lower school made good progress in the core areas of the curriculum with 100% rates of expected or above expected progress in Literacy and Numeracy.

The breadth of the curriculum in the lower school is key to ensuring that the students have enjoyable learning experiences whilst working towards their targets and goals. In the thematic learning area (Humanities and Arts) 100% of the students made expected or above expected progress. This was also true for the Science **One Planet Living** curriculum where again 100% of the students made expected or above expected progress. These areas of the curriculum provide memorable and enjoyable learning experiences with excellent off-site trips and from observation of lessons it is clear that the students are highly engaged and motivated in this area of the curriculum.

In the college, students continue to realise the curriculum aims and are increasingly appreciative of the broad range of learning experiences on offer to them. Land Science remains a popular area of the curriculum for the students and all are able to access and enjoy the allotment/farm. Progress in this area across the autumn term was outstanding with 100% of students making expected or above expected progress in Land Science. Land science targets are set and not only were all of these achieved by the students but this area of the curriculum promotes the wider curriculum aims and has had a significant impact on the college student's self-esteem, resilience and independence.

Across both the school and college there was strong performance in the areas of Physical and Sensory development with 96% of students making expected or above expected progress and this was supported by the OCR PE sessions, **Saints-ability** Coaching each week and the input from the therapy team weekly sessions in the sensory integration room.

In the area of communication and Interaction there was good progress with 96% of the students making expected or above expected progress and the students learning experiences in this area has been enhanced by the Talk-Pad AAC devices. These devices have not only supported the students to make progress with communication but have also encouraged the students to be more independent, discovering and realising more communication opportunities and supporting the students with their self-regulation.

The student's preparations for adulthood were enhanced by curriculum opportunities within the OCR life and living skills framework particularly in the areas of domestic science and expressive arts where all college students were able to access learning experiences in these areas. This alongside



the breadth and variety of off - site Out and About activities ensured that 100% of students made expected or above expected progress in this area of the curriculum.

### **What could be improved?**

Literacy and reading - Two students made below expected progress with their reading targets. Both students were in the college and had different barriers to achieving their targets. One struggled with the demand the target placed upon them and the focus shifted to ensuring that this student did not lose their enjoyment of the reading experience elsewhere in the curriculum.

In the area of OCR Life and Living Skills, three college students did not make the progress we would wish for, target setting for these students will be further scrutinised for these students in the Spring term and increased opportunities to access more curriculum time in this area will be implemented also.

One college student (Student X) underperformed in three areas of the curriculum – X's barriers to learning especially in the areas of communication and self-regulation increased due to X suffering an acute mental health episode during the Autumn term. Student X was supported by all of the schools teams to continue to access meaningful learning experiences and it is a credit to both student X and the team that there was progress in the other areas of his curriculum.

## **Special Activities and Achievements**

### **Autumn Term 2023**

**Opportunities to develop Communication – Self Regulation –  
Resilience – Independence and Discovery**

### **Harvest Festival Celebrations at Hill House**



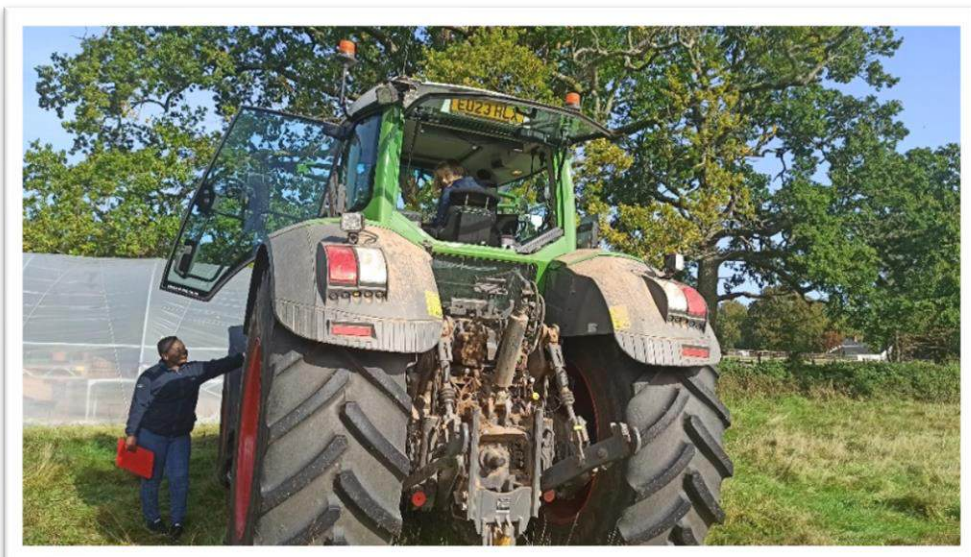
On a crisp, bright, sunny autumn day, young people at Hill House took part in Harvest festival celebrations

There was bread making with the additional fun of exploring different herbs and adding these to the recipe

A farm shop was set up where students could come and choose a soup recipe card and buy their ingredients which they then took back to their kitchens. Delicious soup was then made filling the school with the smells of autumn vegetables

The highlight of the day was a visit from a real-life tractor! Young people were able to sit on board and look out onto the fields...what an experience!

The day was a real success with everyone joining in...a wonderful opportunity to celebrate the harvest offerings of this time of year and also to recognise and enjoy the wonderful produce that the students have helped to grow





## 2023 CareTech Arts and Crafts Competition

**This year's theme is**  
**My art is my voice**

This year's arts and crafts competition is designed to celebrate the voice of the children, young people and adults we support.  
This year's theme encourages you, the artists, to explore and express the power of your voice through any form of art about:

- Something or someone that helps you be heard, have a voice and be empowered to make decisions about your life.
- Something special or unique to you, a special topic, subject, object, person, people, community or place that helps you to have a voice.
- Something that you would like others to hear and take note of.
- Something that can inspire and empower others.

By creating visually captivating art pieces, participants will have the opportunity to showcase their artistic skills, creativity and personal narratives.

**Competition Structure:**  
Artists can submit all art forms such as:

 **Drawings or Paintings**

 **Photography**

 **Poetry**

 **Music**

 **Sculpture**

 **Fabric Art**

 **Mixed Media**

 **Collage**

 **Dance**



This year the theme for the CareTech Arts and Crafts Competition was 'My Art is My Voice'  
Students expressed their choices and creativity, producing a number of art works using different mediums

There was Pottery and Collaborative pieces as well as a drama-based entry

Well done to all those who participated







## The Hill House Eco Cabin

The grand opening of the Hill House Eco Cabin took place at the start of October

Young people gathered together in our woodland area to see the doors opening for the first time

Once the ribbon was cut, everyone was invited in.....it was so exciting to explore the new space which will provide opportunities for bird and wildlife watching, Duke of Edinburgh award activities and outdoor learning as well as work leading to the achievement of the John Muir Nature award

This all comes under our `One Planet Living` ethos and approach at Hill House and will enable all young people to gain so many valuable experiences and continue to learn how they can help to look after our planet!













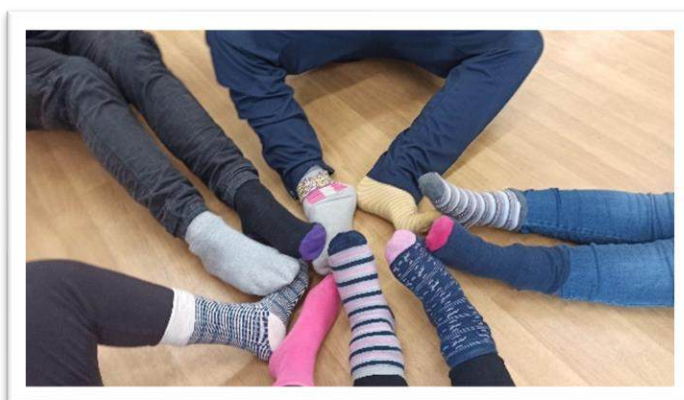


# 'Make a Noise about Bullying'

Antibullying Week November 2023

Time	Monday 13 <sup>th</sup>	Tuesday 14 <sup>th</sup>	Wednesday 15 <sup>th</sup>	Thursday 16 <sup>th</sup>	Friday 17 <sup>th</sup>
<b><u>Morning</u></b>	<b><u>Odd socks day</u></b> Everyone is encouraged to wear odd socks! 	<b><u>Anti - bullying Assembly</u></b> Special anti – bullying themed assembly and presentation to share	<b><u>Banner making</u></b> Make your own banner and don't forget a slogan! 	<b><u>Reading session</u></b> The book of kindness	<b><u>Friendship circle</u></b> Experience a range of collaborative games
<b><u>Afternoon</u></b>	<b><u>Poster Making</u></b> 'Make a Noise about Bullying' posters to make and display in classes 	<b><u>'Make a Noise video'</u></b> Make a megaphone from card, get musical instruments and sing, sign and play!	<b><u>March against bullying</u></b> Students will participate in a symbolic march carrying the banners and signs they have made	<b><u>'The type of friend I am'</u></b> Mind map activity focussing on friendship and values 	

A whole week of activities took place and started with an 'Odd Socks Day' which celebrated individuality and diversity as young people proudly wore mismatched and colourful socks!



Following this there was an engaging Anti bullying assembly, where young people learnt about the impact of bullying and the importance of kindness in creating a safe space

Poster and Banner Making sessions took place reinforcing our commitment to kindness and unity

The "Type of Friend I Am" activity prompted reflections on positive friendships, and the "Friendship Circle" spread positive and kind words, bringing smiles to everyone's faces

The highlight of the week was a whole school march, where everyone came together to form a powerful demonstration against bullying. Young people raised their voices, chanting "buddies in, bullies out" and "bullies, bullies, bullies....out, out, out!" while carrying this message throughout the school

This was the perfect ending to such an important week, echoing a powerful message of inclusivity and kindness throughout our school, and promoting an environment where everyone feels safe and valued





## Trip to Butser Farm

The young people from Class 1 and Class 3 visited Butser Ancient Farm, an open-air archaeology museum and active research centre as part of their thematic learning topics

The students were able to take a guided tour around the buildings, including the Stone and Iron Age farm, Saxon halls, Celtic village, and Roman villa. Thanks to this immersive experience and the practical activities throughout the day, the students were able to learn so much

This learning experience provided opportunities for the young people to improve their communication skills, learn new vocabulary and connect the vocabulary learned in class with tangible objects and artefacts, thereby enhancing their understanding

The trip enabled the students to self-regulate and work on their emotions. They had access to vast open spaces where they could walk, take part in hands-on sensory activities such as pottery-making and smelling aromatic herbs, as well as enter into roundhouses and warm themselves by a fire, wrapping themselves in blankets made from animal skins

All the students were able to work on their resilience, whether it was due to Butser Ancient Farm being visited by other schools on the same day, waiting their turn to participate in activities, or listening and paying attention to the people leading the activities

The visit was a real time for discovery. Exploring how people lived in the past, how they cooked, what toys and games they enjoyed, what clothes they wore, what artefacts they used, and what their homes and farms were like. All this helped the students to learn about the passage of time. The activities provided a transformative experience for the students, sparking their curiosity and imagination as they delved into the intricacies of history. Witnessing the ancient ways of life come alive!

Through the activities, the young people were able to put into practice their skills and demonstrate independence. The outdoor setting and hands-on engagement encouraged them to explore, use their initiative, and create artefacts independently. Whether it was trying their hand at ancient crafts, exploring the reconstructed structures, or navigating their way through the various historical sites

The need to cooperate and collaborate with their friends to accomplish tasks further nurtured a sense of self-reliance and autonomy. This excursion not only deepened their understanding of history but has also empowered them with valuable life skills that extended beyond the classroom, fostering personal growth and self-confidence as they navigate their journey into adulthood.

The visit to Butser Ancient Farm was a profoundly enriching and educational experience for the students of the lower school. It provided them with a unique opportunity to step back in time, explore the lifestyles of our ancestors, and connect classroom knowledge with real-world artefacts and historical reconstructions.

Beyond the acquisition of historical facts, this excursion has nurtured communication skills, resilience, and independence, contributing to overall personal development. We can confidently say that this visit to Butser Ancient Farm was a resounding success, offering our students an unforgettable journey through time and a valuable educational experience









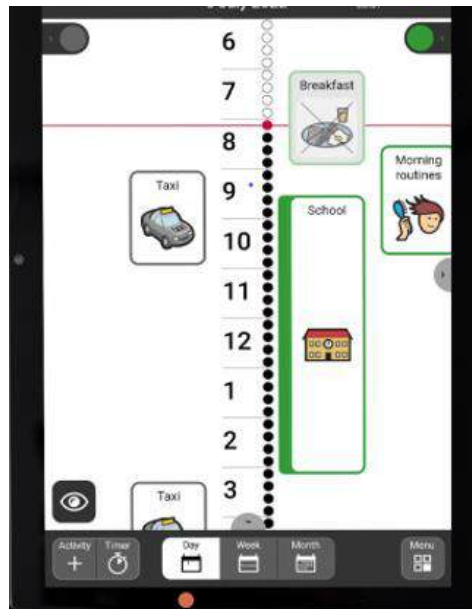


## Trial of new technology in the classrooms

In the Autumn term Class 2 and 3 trialled new software and hardware to support the student's self-regulation and independence for understanding the school and college day

The MEMOplanner is a time and planning aid that you simply place where it can be seen in the class/college room. It assists the students by showing what day it is, the time of day, and what activities there are scheduled for the day, week and month. It also gives the students clear reminders and helps them with understanding the flow of time and make up of their school day.

Students have taken to this new technology really well and have appreciated the visual cues it provides and their understanding of what is going to take place in the immediate present and later on too in the school day



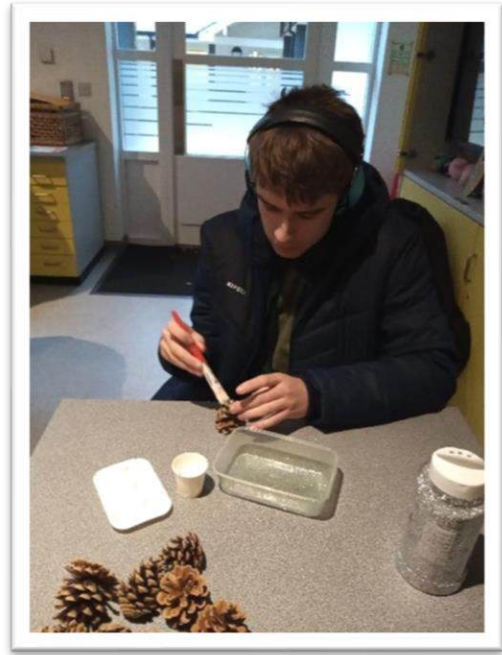
## Festive Foraging and Seasonal Workshop

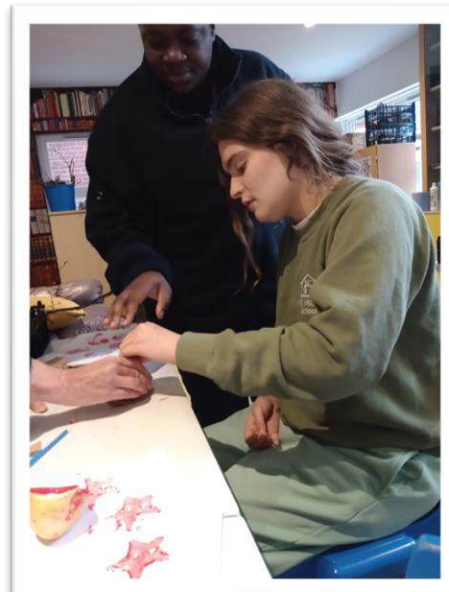
Everyone at Hill House has been busy getting ready for Christmas and this year we continued our efforts to decorate responsibly and sustainably. As part of their Duke of Edinburgh award, some of our young people went foraging for seasonal greenery to make decorations for the Christmas Celebration Assembly at the end of term





Loaded down with fir branches, sprigs of holly – complete with berries - and plenty of pine cones, they then set to work in their very own Christmas Workshop making wreaths and garlands, herb-filled stockings, and orange pomander balls. The festive and fragrant eco-friendly results were on display in the Juniper Hall for all to enjoy







## Meeting Gilly the Donkey

To add to the end of term festivities, Hill House also had a furry visitor. Gilly was a big hit and appreciated being spoiled with cuddles, brushes, walks, and hand-fed vegetables





## Pantomimes Galore!!!

### Sinbad the Sailor

*Our pantomime for 2023 is the swashbuckling adventure...*

***"Sinbad the Sailor"***

An action-packed, nautical themed pantomime, loosely based on the tales from 1001 Arabian Nights and loaded with all of the classic panto fun!

Join Sinbad this winter as he journeys across the seven seas to find his fame and fortune!



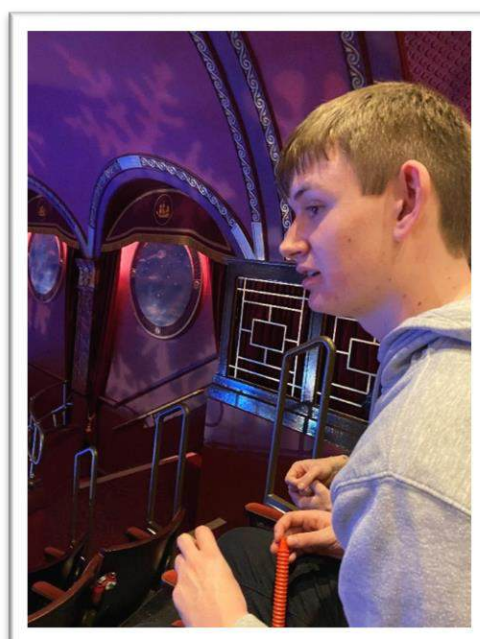
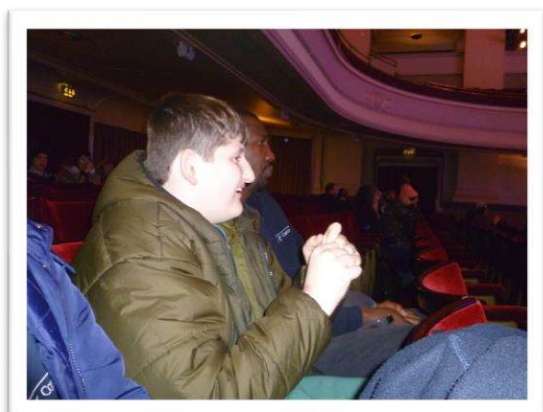
"He's behind you!!!!" .....We all enjoyed a visit from the West Midlands Children's Theatre Group who performed Sinbad the Sailor

Everyone enjoyed the pantomime fun and especially the costumes and the music



## Snow White and the Seven Dwarfs at the Bournemouth Pavilion and at the Mayflower Theatre Southampton

Some young people were also able to go along to some local performances...Snow White and the Seven Dwarfs was the panto of choice in both Bournemouth and Southampton





## Special Christmas lunch out

One young person has worked especially hard this term during his work experience at the local pub. He has attended each week where he has cleaned tables, watered plants and refilled condiments for the customers. As a treat, he then invited all his classmates to come along with him for a special festive lunch and to show them where he works



## End of term Christmas Celebration Assembly

The whole school as well as friends and family came together to celebrate the end of the autumn term. Our local singers led us in carols with the highlight being the '12 days of Christmas' which we had all been practicing. Young people had made props and had learnt actions....it was so good that we had to sing it twice!

All young people were presented with a special gift celebrating their personal achievements before everyone enjoyed mince pies and mulled wine in the café

The hall was adorned with beautiful natural decorations that the young people had made during our Christmas workshops and the event was a perfect way to end another wonderful term at HHS







## Spring Term 2024

### Education Progress and Achievements Report – Spring Term 2024

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

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Literacy Phonics and Reading (27)	96%	(9) 33%	(17) 63%	(1) 4%
Cognition and Learning Numeracy (27)	100%	(6) 29%	(21) 71%	
PSHE/RSE (27)	100%	(14) 52%	(13) 48%	
Thematic Learning (Humanities and the Arts) (11)	100%	(6) 55%	(5) 45%	
Science One Planet Living (11)	100%	(6) 55%	(5) 45%	
Land Based Science (15)	100%	(12) 80%	(3) 20%	
Communication and Interaction (27)	100%	(13) 48%	(14) 52%	
Social & Emotional (27)	100%	(15) 56%	(12) 44%	
Physical and Sensory Personal Development (27)	100%	(13) 48%	(14) 52%	
OCR Life and Living Skills Award (15)	100%	(3) 20%	(12) 80%	
Preparation for Adulthood (27)	100%	(12) 44%	(15) 56%	

#### What has gone well?

The curriculum in both the college and lower school continues to enable students to make progress in the key areas of;

- Increasing Independence
- Communication
- Resilience
- Self-regulation
- Discovery

Students in the lower school made good progress in the core areas of the curriculum with 100% rates of expected or above expected progress in Literacy and Numeracy.

The breadth of the curriculum in the lower school is key to ensuring that students have enjoyable learning experiences whilst working towards their targets and goals. In the thematic learning area (Humanities and Arts) 100% of students made expected or above expected progress. This was also true for the Science **"One Planet Living"** curriculum where again 100% of students made expected or above expected progress. These areas of the curriculum provide memorable and enjoyable learning experiences with excellent off-site trips and from observation of lessons it is clear that students are highly engaged and motivated in this area of the curriculum.

In the college, students continue to realise the curriculum aims and are increasingly appreciative of the broad range of learning experiences on offer to them. Land Science remains a popular area of the curriculum for students and all are able to access and enjoy the allotment/farm. Progress in this area across the Spring term was outstanding with 100% of students making expected or above expected progress in Land Science. Land science targets are set and not only were all of these achieved by the students but this area of the curriculum promotes the wider curriculum aims and has had a significant impact on the college student's self-esteem, resilience and independence.

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The student's preparations for adulthood were enhanced by curriculum opportunities within the OCR life and living skills framework particularly in the areas of domestic science and expressive arts where all college students were able to access learning experiences in these areas. This alongside the breadth and variety of off-site "Out and About" activities ensured that 100% of students made expected or above expected progress in this area of the curriculum.

What could be improved?

Literacy and Reading - one student made below expected progress with their reading target, this student is a high achiever and an incredibly ambitious target was set for reading. The target was partially achieved and is ongoing.

## Opportunities to develop Communication – Self Regulation – Resilience – Independence and Discovery

### Treehouse Theatre production of Cinderella



The wonderful Treehouse Theatre company visited in January to perform a special production of Cinderella

Everyone had the opportunity to join in and some young people took on specific roles

There was music and dancing, amazing colourful costumes, lots of interaction and a great deal of fun

A wonderful way to promote the arts in a way that was accessible for all





## Bowling and Mini Golf

This term some young people have been exploring and learning about different hobbies and interests

There have been some lovely trips out going bowling and also playing mini golf

These trips have provided opportunities for discovery and learning new skills, spending time together and having fun







## Safer Internet Day at Hill House 2024



Hill House celebrated International Safer Internet Day with a series of engaging activities aimed at empowering students to navigate the digital world safely

The day started with special assemblies where we delved into important topics such as managing influence and the significance of our voices online

Through the fun 'Mo and Jaz' Story, we learned about expressing our feelings, likes and dislikes while feeling confident in our online interactions and reminding ourselves that our 'voice matters'

We also explored the evolution of technology over time, from the simple communication of a string telephone to the instantaneous nature of modern messaging, highlighting the importance of being mindful of our digital footprint

Students enthusiastically embraced the challenge of sending internal messages via telegram, fostering a sense of community while reinforcing the principles of online safety. Using digital art tools, students used their creativity to craft impactful posters advocating for online safety, which were shared with the whole school community

Additionally, we engaged in and adapted a game around internet safety, using a moral compass to navigate through various online activities. Through a collaborative game, students identified their likes and dislikes online, a great plenary opportunity to remember how to keep us safe online

This special day provided a valuable opportunity for students to enhance their communication through digital literacy skills, their self-regulation through managing emotions, discovering new IT tools, becoming resilient by taking part in an activity out of their comfort zone, and increasing their independence for a safer online environment





## New singing group at Hill House



This term our music therapist, Owain and our Expressive Arts lead, Paula have been running a new singing group

The aim of the group is to support young people to develop their **communication** skills and **social connections**, working with their friends



It provides opportunities for **discovery** with a strong sensory component; using body percussion and musical instruments, as well as our voices

The group also supports the development of **resilience** in a playful atmosphere where the emphasis is on participation, developing awareness and tolerance of being part of a group

It also engages the body and therefore the breath which has the capacity to create a degree of mindful attention which helps **self-regulation**

The emphasis is on familiar action songs, so that everyone can participate. Young people are able to express themselves creatively through song and or movement

It has been great to see how enthusiastic the young people have been and how much they want to join in. We hope to grow the group and offer this opportunity to a wide range of young people, embedding the singing group as a very special element of the Hill House expressive arts offer

## Thematic Learning trip to the Ancient Technology Centre – The Vikings

Hill House School travelled once again into the past! This time young people went to explore and learn more about the Vikings in Britain at the Ancient Technology Centre. Through immersive activities and experiences, young people have had the opportunity to deep dive into the Viking Age and also develop key skills and attributes outlined in our thematic learning curriculum

- **Communication:** Students engaged in discussions about artefacts using their Talk Pads, collaborating in team tasks, and communicating effectively during `warrior training`, enhancing their verbal and non-verbal communication skills
- **Increasing Independence:** Through tasks such as water collection and building structures, students were given the opportunity to make decisions independently and take initiative
- **Resilience:** Facing challenges during building fences, log chopping and warrior training, students learnt to persevere in the face of adversity, developing resilience and determination
- **Self-regulation:** Activities requiring focus and control, such as sawing and shield training, helped students regulate their actions and emotions, promoting self-discipline and self-control
- **Discovery:** Exploring Viking artefacts and learning traditional skills allowed students to discover new interests, capabilities, and aspects of themselves, fostering a sense of curiosity and exploration





### Handling Artefacts

Students had the opportunity to handle authentic Viking artefacts, providing them with a tangible connection to the past. This activity encouraged communication as students discussed the significance of each artefact and its role in Viking society and used their Talk Pads. It also fostered curiosity and discovery as students explored different aspects of Viking life through these artefacts



### Collecting water

One of the tasks involved was collecting water as a team, reflecting the collaborative nature of Viking communities. This activity promoted communication skills as students worked together to strategize and execute their plan. It also emphasized the importance of team work



### **Making fences and collecting chalk**

Young people demonstrated resilience and perseverance engaging in activities such as building fences and collecting chalk. These experiences promoted their independence, developed their motor skills and encouraged their self-regulation and self-control









## Sawing

Learning traditional skills such as sawing and chopping logs provided students with a hands-on experience of Viking jobs. This activity required focus and concentration, promoting self-regulation as students honed their techniques and controlled their movements fostering their sense of discovery





The day was a great success where everyone learnt new skills and had fun exploring new tasks and activities. It provided such a valuable element of the thematic learning strand of the curriculum and the day will be remembered back in the class setting where the learning continues





## Red Nose Day



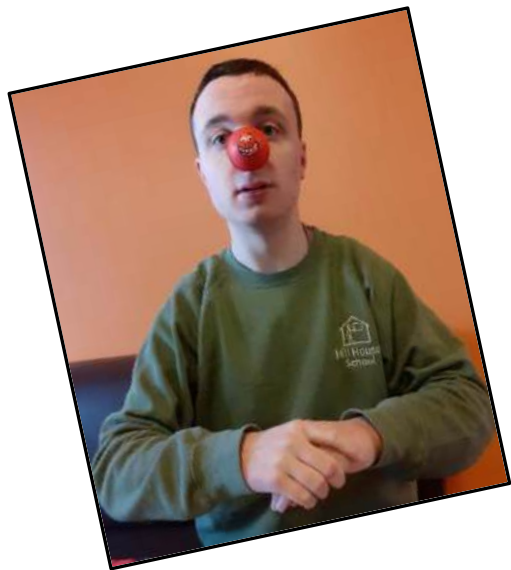
On Friday 15<sup>th</sup> March, Hill House School joined thousands of other schools up and down the country coming together to spread joy, have fun, and raise money for those who need it most

Everyone wrote a special postcard home to their families;

*On Red Nose Day, I plan to join "The Rebellion" where my friends and I all get to choose how we want to rebel in school. I will probably wear my red nose and run everywhere even faster than I usually do.*

*If you would like to donate or sponsor me to be a "Rebel with a Cause," you can either scan the QR code below or visit our JustGiving Page!*





## Fairthorne Manor Activity Fun Days

This term we were invited along to two special fun days at Fairthorne Manor activity centre

The days were full of activities to help the young people build their resilience and confidence, work together as a team and discover new interests

There was a tricky obstacle course to navigate, den building in the woods, bushcraft and team games. Time playing on the giant `jumping pillow` provided a well-deserved break and lunch all together was a time to share food and reflect on the day

We are looking forward to some trips back to Fairthorne Manor in the summer term where the Duke of Edinburgh award group will be taking part in some special activities towards their Bronze award













## Trip to the Winchester Science Centre

On Friday 15<sup>th</sup> March six of our 6<sup>th</sup> form students spent the day at the Science Centre in Winchester. They started off with an outdoor learning session, an opportunity to explore the outside space whilst thinking about some native wildlife species, their habitats and feeding habits. They used timers to work to session guidelines, maps and magnifying glasses to get up close with different natural items











Our young people thought about food chains, which organisms are producers and which are primary, secondary or tertiary consumers

After their group work there was an opportunity to explore the Science Centre independently, guiding staff to the activities and experiments that had captured their attention. There was plenty of colour, sound, movement and tactile experiences to get involved with

The Planetarium was a wonderful place for some peaceful star gazing. Whilst interactive and informative, the comfy seats and the beautiful night sky was quite magical for us all, and a lovely way to end our special afternoon

## ACoRNS steering group meeting



As members of ACoRNS (Autism Community Research Network), we were invited to attend the steering group meeting held at Aviary special needs nursery

The event was an opportunity to come together with the ACoRNS network of other schools and colleges to review current initiatives and plan new development areas and potential research opportunities

As always it was so valuable to be part of this group, working with others across a range of different settings and contributing to exciting new work

## Easter Holiday Spring Celebrations



**Monday 1<sup>st</sup> April**

Happy Easter!

We started the week by celebrating Easter. Young people took part in an Easter trail and enjoyed finding their Easter eggs!



## Tuesday 2<sup>nd</sup> April

Today we all went on a Bear Hunt! Everyone was invited to enjoy a sensory experience looking for the bear



We swished through grass, splashed through a river, squelched in mud, explored the forest and made it through the snow storm! We finally found the deep dark cave, seeing one wet nose, two big furry ears and two big googly eyes...

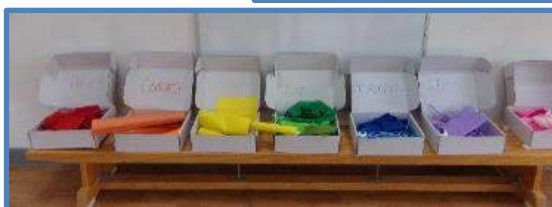


it was the 'Bear'!



Wednesday 3<sup>rd</sup> April It is RAINBOW DAY!

What an incredible Hill House effort to create our rainbow collage. The Pines had red, the Cedars had orange, the Willows had yellow, the Oaks had green, the Beeches had blue and the Firs had purple! The team from the Long Office finished the rainbow with pink and wore their best rainbow socks for the occasion!





### Thursday 4<sup>th</sup> April

Today we celebrated International Carrot Day which after its success last year, seems to be becoming a Hill House tradition! We had carrot juice and carrot cake as well as other carrot snacks to try in the café. We are all carrot enthusiasts!







### Friday 5<sup>th</sup> April

Today we had a Spring trail to take part in! We had to tick off the pictures on our sheets after we found them in adventure play. We also enjoyed some more carrot cake in the café! This made for an ideal end to a wonderful week of activities.







Monday 8<sup>th</sup> April

We started the second week of the Spring Holidays with an arts and crafts day. We made Eid lanterns and coloured in bunting ready for our Eid celebration the next day. We couldn't wait to see all our lovely creations up on display!



## Tuesday 9<sup>th</sup> April

Today we were celebrating the end of Ramadan with a party. We made decorations yesterday and the hall was all set up for our disco. We had a colouring station for those who wanted a quieter space and then plenty of room for dancing. It is traditional to wear a new outfit for Eid so we all came in our nicest clothes and everyone received a small Eid gift.



## Wednesday 10<sup>th</sup> April

Today was Alice in Wonderland day! We had a Mad Hatter's Tea Party in the Café with scones, jam and cream. It was so much fun!

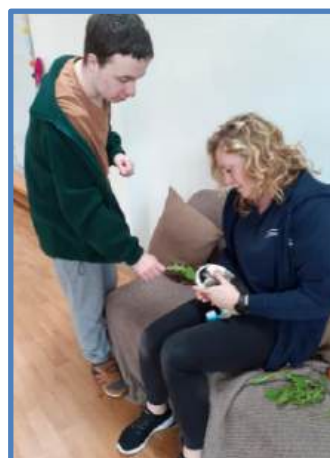
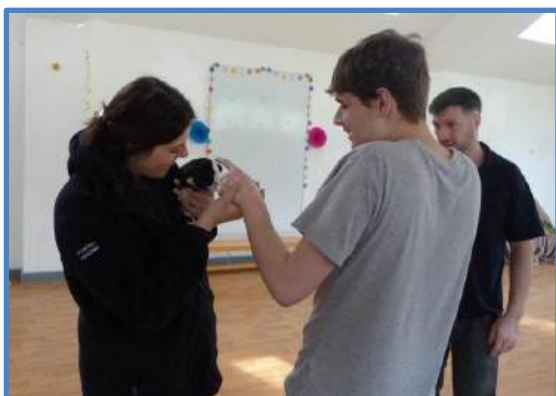






### Thursday 11<sup>th</sup> April

It was National Pet Day today so we had an animal themed day. We had time with the Hill House guinea pigs, Clover and Thistle, giving them yummy snacks and brushing them. We did some animal mask making and face painting too! We also went for some walks with Monty and Benson, two visiting dogs



.....a wonderful two weeks celebrating all things Spring and Easter!





## Summer Term 2024

### Education Progress and Achievements Report – Summer Term 2024

#### Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
<b>27</b>				
Increasing Independence	100%	14/27 52%	13/27 48%	0%
Resilience	100%	19/27 70%	8/27 30%	0%
Self-Regulation	100%	11/27 41%	16/27 59%	0%
Communication	100%	15/27 56%	12/27 44%	0%
Discovery	100%	24/27 89%	3/27 11%	0%

#### What has gone well?

The curriculum in both the college and lower school continues to enable the students to make progress in the key areas of;

- Increasing Independence
- Communication
- Resilience
- Self-regulation
- Discovery

This summer we took a different approach to measuring, assessing and celebrating the students small and also in many cases significant progress towards their EHCP Outcomes

The breadth of the curriculum in the lower school remained as it is key to ensuring that the students have enjoyable learning experiences whilst working towards their targets and goals

Rather than assess progress in particular subjects, we instead set targets and assessed the progress in relation to the school and colleges curriculum aims

In the college, students continued to realise the curriculum aims and are increasingly appreciative of the broad range of learning experiences on offer to them. Land Science remains a popular area of the curriculum for the students and all are able to access and enjoy the allotment/farm. Progress in this area across the summer term was outstanding with 100% of students making expected or above expected progress in Land Science. Land science targets are set and not only were all of these achieved by the students but this area of the curriculum promotes the wider curriculum aims and has had a significant impact on the college student's self-esteem, resilience and independence

The student's preparations for adulthood were enhanced by curriculum opportunities within the OCR life and living skills framework particularly in the areas of domestic science and expressive arts where all college students were able to access learning experiences in these areas. This alongside the breadth and variety of off-site "Out and About" activities in both the school and college opened up the world for our students ensuring that 89% of students made expected or above expected progress in the **Discovery** area of the curriculum.

All the students have worked so hard this year and there have been many wonderful achievements.....5 DofE awards.....14 John Muir awards and 68 OCR awards! The team's dedication and high expectations have enabled the young people to experience so many memorable learning opportunities.

## Opportunities to develop Communication – Self Regulation – Resilience – Independence and Discovery

### Duke of Edinburgh award expedition 2024!

Monday 10<sup>th</sup> June saw the inaugural Duke of Edinburgh expedition get off to a fantastic start. It began with an early morning for the team involving having a hearty cooked (Trangia style!) breakfast, preparing their lunch and packing their rucksacks for their hike to Hurst Castle. Young people used their map of landmarks to ensure they were heading in the right direction, laughing and chatting along the way. The scenery was amazing, the sun shone upon everyone and by staying and working together we all made it in good time.

The team tucked into their well-earned lunches and had a little time for rest and regrouping before extensive exploration of the castle. They travelled through history from the stronghold of Henry VIII to re-living the weapons and artefacts of the second world war. Bastions were climbed, gunpowder stores crept through, every nook, cranny, item and staircase were explored and explained.

The team bravely faced a boat trip across a stretch of the Solent back to the start point. Being the first time on a boat for some young people and staff alike there was encouragement and support bandied about in all directions. The team helped each other on and off the vessel, no one was required to walk the plank or ended up over board! A weary bunch of young people continued on dry land with their walk back to the vehicles, all happy with their achievements.

Back at Hill House it was time to put up tents. There was a systematic approach to the poles and pegs; with some collaboration the large blue shelter was up and overhead. The team were in and out, zipping and unzipping, lying down, standing up, crawling about, all the great things one should do in a tent. Once that activity was exhausted the Trangia went back on for hot dogs all round. Eventually, once tummies were full and the clearing up complete, the team retreated for a good night's sleep before expedition Day 2!

The team were up bright and early and ready for the off for day 2 on Tuesday 11<sup>th</sup>. On arrival at Fairthorne Manor activity centre the young people took charge of navigating the group around the site to take part in their activities. First up there was some archery. The team were able to hone their physical ability, aim and accuracy and resilience skills at using their bow and arrows. One young person even struck gold!

Raft building was a great team effort by staff and young people alike. Once the raft was securely assembled, the team paddled about on the lake for quite some time, with plenty of whooping and laughing to be heard from the bank. The vessel stayed together which meant there were no water casualties!

The incredible jumping pillow kept everyone busy as and when there was a free moment. The entire team bounced and bounced. Some of our young people leapt incredibly high whilst others bounced on their tummies. The jumping pillow was absolutely joyous – the shrieking and screaming could be heard from the woods!

The final activity of the very long day was the obstacle challenge course. The DofE group were amazing with the way they tackled each of the obstacles. They all required balance, concentration, co-ordination and courage and each young person gave it their very best shot. The group were great at encouraging each other and celebrating each success, it was a great activity to end the expedition with, the comradery and team work shone through.

This was the first group from HHS to work towards the DofE award. They have worked really hard across the weeks, learning new skills, taking part in many challenges and contributing to the local community by taking on some volunteering work. A special presentation event has been arranged for the group and we are hoping to have the Bronze certificates ready to be awarded during our celebration day at the end of term















**Well done and congratulations – you’ve achieved your Bronze Award!**

Dear Levi,

You’ve done it! We’re excited to let you know that you are now a DofE Award holder.

**Well done and congratulations – you’ve achieved your Bronze Award!**

Dear Harry,

You’ve done it! We’re excited to let you know that you are now a DofE Award holder.

**Well done and congratulations – you’ve achieved your Bronze Award!**

Dear William,

You’ve done it! We’re excited to let you know that you are now a DofE Award holder.

**Well done and congratulations – you’ve achieved your Bronze Award!**

Dear Ethan,

You’ve done it! We’re excited to let you know that you are now a DofE Award holder.

**Well done and congratulations – you’ve achieved your Bronze Award!**

Dear Pierre,

You’ve done it! We’re excited to let you know that you are now a DofE Award holder.



We are so proud of our Duke of Edinburgh Students!!!

Well done All



## Article published in the Minstead Trust's - 'Trusted Views' newsletter

### **Volunteering update:**

#### **Hill House School and Furzey Gardens – a wonderful combination!**

Hill House School is a residential special educational provision for young people with Autism and further individual, additional needs. For the first time Hill House is participating in The Duke of Edinburgh Award. The Award has opened up its criteria to allow for adaptation that will provide the opportunity of young adults who previously may not have been able to participate to get stuck in to achieving their award.

The collaboration between Furzey Gardens and Hill House is a joyful one. The volunteering section of Duke of Edinburgh has many strands, the most important being time allocation and venue. Furzey being a charitable organisation fitted the bill, but more importantly their willingness and enthusiasm to welcome us has been vital to the success of the work placement.

Six Hill House students look forward to their work at Minstead and thrive in the beautiful environment. Supported by the fantastic Tim, the students take on a range of tasks to help maintain the gardens. Tim understands our young people, he gives them relevant tasks, is flexible with his approach and provides them with knowledge and opportunity to stretch and engage them. Not only are they adapting and expanding their skills, but their personal growth too with regards to working in a different environment with new people and the general public which is an achievement in itself.

Thank you Furzey Gardens for all you do, looking forward to seeing you next week. 😊

By Alex Jamieson – Vocational and Land Science Lead, Hill House School.



Supporting people with learning disabilities to lead more independent lives.

Seeing  
potential



## John Muir Award

The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. It is an environmental award scheme focused on wild places. It is inclusive, accessible and non-competitive, that sets appropriate challenges for each of our college students. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration

Our sixth form young people have taken part in a range of activities under our 'One Planet Living' initiative, working towards the John Muir **Discovery** and **Explorer** award

**14** young people have received a Nationally recognised accreditation for their work and the award has nurtured a true appreciation of the natural world and a responsibility that we all have to look after it



*"When we contemplate the whole globe as one great dewdrop, striped and dotted with islands and continents, flying through space with all the other stars, all singing and shining together as one, the whole universe appears as an infinite storm of beauty. The grand show is eternal. It is always sunrise somewhere. The dew is never all dried at once. A shower is forever falling; vapour forever rising. Eternal sunrise, eternal sunset, eternal dawn and gloaming, on sea and continents and islands, each in its turn as the round earth roll" John Muir*

## Trip to Longdown Farm

As part of the thematic learning topic, young people visited a local farm

It was a fun day out where everyone got to meet and learn about different animals

There were plenty of opportunities to feed the goats and hold baby chicks and to learn how to look after the animals

The hands on experience provided opportunities to work on young people's discovery and resilience skills



## Open Farm Day at the New Forest Fruit Farm

Sunday 9<sup>th</sup> June saw some of the young people of Hill House School take part in the nation-wide Open Farms Sunday event where upon farms across the country open their doors, or indeed gates to welcome people in to see how their farm works.

The New Forest Fruit Company are local growers who have been working with Hill House School for 18 months. They provide work experience for our sixth formers at their sites in East Boldre and Beaulieu.

Our young people had a wonderful time going on the tractor tours, having their faces painted, exploring a huge range of machinery used on the farm and even the robots that are emerging technology for strawberry picking. PYO was a joyful activity – not all of the fruit made it into the punnets however!

Some young people helped out by meeting visitors and handing out stickers. As always, our young people were a credit to themselves and the school. A really lovely day for everyone!

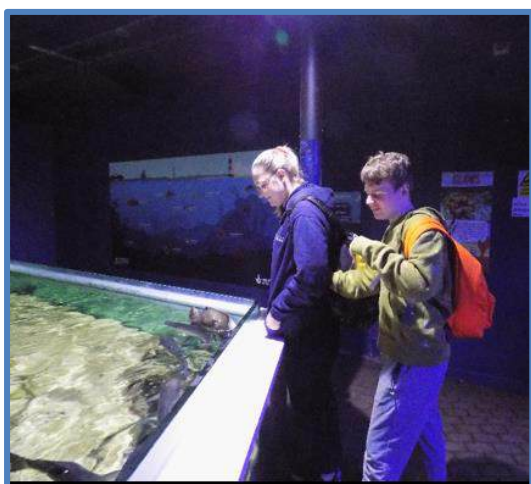




## Trip to Portsmouth Blue Reef Aquarium

What a great day! The students of Hill House School embarked on an educational adventure to the Blue Reef Aquarium in Portsmouth. This visit was more than just a trip; it was an extension of their classroom learning, giving them a hands-on experience with marine life. The visit enabled the young people to focus on the five aims of the Hill House School curriculum:

- **Communication:** The visit provided an excellent opportunity for students to enhance their communication skills. Reading the posters and learning new vocabulary.
- **Self-regulation:** The aquarium's sensory-rich environment helped students practice self-regulation, manage excitement, take turns, follow instructions and stay calm.
- **Resilience:** Facing new and unfamiliar environments and a lot of information required the ability to adapt and stay engaged. The young people demonstrated resilience by adjusting to the situation, seeking help when needed and gradually becoming more comfortable.
- **Increasing Independence:** Young people explored exhibits, read information plaques and engaged with interactive displays independently or in small groups, taking charge of their learning.
- **Discovery:** The visit was a journey of discovery. Students had the chance to deepen their understanding of marine biology, building on what they had learned in the classroom.





## Let's have Lunch at Nando's

After an exciting morning at the Blue Reef Aquarium, the young people then enjoyed a delicious lunch at Nando's. The welcoming atmosphere made it the perfect place to relax and share their favourite aquarium moments. The students had fun choosing their meals and placing their orders, which was a great way to practice independence. The friendly Nando's staff made sure everyone felt comfortable and well-served. As they waited for their food, the young people had the opportunity to interact with their friends. The tasty food was a big hit, and many students enjoyed trying new dishes.

Overall, lunch at Nando's was a fantastic end to a fun and educational day. It was a wonderful way for the students to relax, socialize, and reflect on their amazing aquarium visit.



## Work experience at Northfields Nursery

This week sixth form students from Hill House School paid a visit to Northfields Nursery in Pennington. There they had the opportunity to work with Adam Gore and staff member Rose to create their own hanging baskets. The students filled their baskets from the compost machine, transported them to the greenhouse workspace where they chose from a selection of flower plugs to plant up their displays. They made holes, inserted the plants and firmed them into place. Once the baskets were complete the students gave them a good watering.

Some of the students were also asked to plant up 'cup and saucer' containers that will be put up on Lymington High Street. Somewhere, secreted on the planter will be the creator's name. We shall be heading to the High Street soon to see where they are!

Some of the hanging baskets were carefully carried back to Hill House and installed in front of our reception building where they will burst into bigger and brighter life as the summer settles in.

There are a number of challenges that are involved when going to work in an unusual environment with different people around you and our students all rose to the occasion admirably and brought home the glorious finished articles. They will be displayed all around Hill House School for students, staff and visitors alike to enjoy











## Visit from the Ice Cream Van

The young people had a well-deserved treat when the ice cream van visited HHS one Friday afternoon

Everyone queued up to choose their favourite, using the skills they have learnt in the school café

A perfect way to end the week!







## Half term Holiday Club



Today was the first day of the new Hill House Holiday Club! We had a mindfulness theme so there was calming music and lots of spots to relax! There were inflatable bean bag beds or there were yoga mats. The bubble machine was on and this was a big hit. We had a diffuser for essential oils to really help us feel zen!



Today's holiday club was all about the inflatable bean bags. Everyone loved these, especially rocking side to side in them. We read stories today, *Room on the Broom* was a firm favourite. We also had cupcakes for snack which was a lovely way to finish our mindful morning!



It was the last day of half term today so we all made the most of everything Holiday Club had to offer. We read every story that we had, lounged in our favourite inflatable bean bags and used the foam floor tiles as a giant jigsaw! We have had some familiar faces that have been each day as well as some new faces. We can't wait to do it all again in the next school holiday!





## Exbury Gardens

Young people from two classes had a special day out at Exbury gardens

This was a day of discovery.....an opportunity to explore and learn about the plants and flowers

Everyone did well, walking long distances throughout the day. There was even a maze to get lost in!



## Hosting trainee teachers



This term HHS hosted 5 trainee teachers from the Southampton Inclusion Partnership

There was an opportunity to learn about the HHS curriculum, speak to key members of the HHS team and spend time in the classrooms

We received some lovely feedback where trainees said that they really valued this opportunity, that they learnt a lot and thoroughly enjoyed their time spent here

We plan to host more trainee teachers during the next academic year

## Annual ACoRNS Stakeholders Meeting



This term saw the annual ACoRNS stakeholders meeting. As members of ACoRNS, we were invited to go along and spend the day with other partners from the network

This was a valuable experience as the day was focussed on the impact of research and we were able to reflect on the projects that HHS has been involved in

As a result of these discussions, we have further developed our digital stories at HHS, putting together more information for future providers which explains the value of the stories and also a request for feedback which will help to inform our future work



## Celebration Day 2024!

The Hill House celebration day was a perfect way to end the term and indeed the academic year!

The day brought everyone together along with Hill House friends and family

There was live music, games, juggling, giant bubbles, ice cream and plenty of strawberries



There was also a special presentation acknowledging and celebrating individual achievements. These included awarding 14 John Muir Awards, 5 Bronze Duke of Edinburgh awards and a whole host of OCR awards!

Each young person received a personalised goodie bag with a voucher to spend on a choice of their own

The day was such a lovely way to say thank you and well done to everyone!

**Celebration Day 2024**

**Friday 2<sup>nd</sup> August**



10:30 – Arrival of visitors

10.30 – 12.30 - Music for Autism in the school courtyard

10.30 – 12.30 - Sensory Activities and games in the hub / Juniper Hall (led by the therapy team)

12.30 – BBQ lunch

13.30 – 14.00 – Music for Autism in the school courtyard

14.00 – 15.00 – Presentation of awards in the school courtyard (TMs and teachers to present)

15.00 – New Forest Ice Cream bike

15.00 – Circus – juggling and bubbles!

15.00 – 17.00 – Steel “melodic pan man”

16.00 – New Forest Strawberries and Cream

Dinner in the homes as usual



Student's individual achievements were celebrated. These included;

- \* Participating in college activities to help prepare for a move to the sixth form in September
- \* Starting to build relationships in college and participating in all work experience activities
- \* Going out and about and having a haircut at the barbers
- \* Working so hard on resilience and building positive relationships with the chickens!
- \* Working so hard on communication skills and starting to use the Talk Pad more often and continuing to learn new symbols
- \* Hard work and discovery of colourful semantics that has helped to improve communication
- \* Employee of the Month! Amazing work experience at the local pub!
- \* For bringing music and enthusiastic energy to everything he does! He brings a smile to everyone's face he meets and has branched out into the community with this!
- \* Exploring and trying lots of new activities with a smile on his face!
- \* Continuous patience and resilience throughout the term. Brining positivity and courage to all new situations he has encountered
- \* Expedition Captain Award! Leading the Duke of Edinburgh expeditions with enthusiasm and curiosity, it was inspiring!
- \* Helping with jobs all around the school. Being so helpful and always with a lovely smile!
- \* Growth in Friendship skills has been evident through respectful, enjoyable and positive interactions with friends
- \* Impressively increased self-expression and feeling more confident to communicate with friends and family. Also demonstrating independence in using the Talk Pad, seeking help when needed
- \* Demonstrating an increased independence at home organising her wardrobe and her bedroom. Gaining more confidence to talk about her interests with others which has helped to increase self-esteem
- \* Showing great resilience with curiosity and an open mind. Especially notable when out and about visiting Exbury Gardens, Moors Valley and Portsmouth Oceanarium
- \* In Discovery, exploring and trying lots of new activities and exploring new hobbies with a smile on her face
- \* For his enthusiastic energy to come to class every day! He has grown in his friendship skills, being evident in his positive interactions with friends
- \* In Discovery, exploring and trying lots of new activities at Hill House
- \* Being helpful in your OT and Land Science sessions
- \* Your discovery in the Therapy sessions
- \* For always being the first one to participate in an activity

- \* Adapting to changes and improving your resilience
- \* Always showing an interest in your OT and Land Science sessions
- \* For transferring and building upon skills during his volunteer placement at Furzey Gardens which contributed towards the Duke of Edinburgh Award. He has displayed maturity and resilience working with new staff in a new environment
- \* For discovering much more of the natural environment whilst participating with his John Muir Award
- \* Bringing enthusiasm to the college and helping friends to use their Talk Pad when greeting each other during tutor times
- \* Building resilience and independence in college
- \* Remembering to carry your Talk Pad with you and also helping everyone to understand your thoughts and wishes





















# The Nurture Network and the impact of the Integrated Approach at Hill House.

Moving forward into the 24/25 Academic year we are committed to building on our commitment to the integrated approach at Hill House and will be renaming our Behaviour Support Team as the The Nurture Network with the network including health care focussing on diet, continence, exercise, leisure interests and general wellbeing. Our Wellbeing lead and Health Care Manager will contribute to this network, alongside the clinical team at Hill House.

We pride ourselves on always moving forward at Hill House and we have always seen ourselves as one team, working together, to provide a consistent and supportive presence for our young people to enable them to access our curriculum aims of Communication, Self Regulation, Resilience, increasing Independence and offering opportunities for Discovery. Everything that we do should be linked into one or more of these crucial skillsets.





# Looking ahead to 2024 – 2025

## School Development Plan

Further develop practitioner / collaborative enquiry - research opportunities and progress current projects with University College London and Southampton University

"Development of Land Science resources and environment - • To clear ground on the right as travelling from adventure play. • Dig out and rectify damage to pond • Install boarded pathway from Adventure play to the Allotment. • Install land drainage ditch. • Install pipe and stand to allotment. "

Continue to offer Duke of Edinburgh Award as timetabled activity

Implement Gestalt Language Processing Training for S&LT x 2

Further Development of work experience and accreditation for Sixth Form

Further develop the Integrated Learning Journey and review structure of Review Reporting

Continue Termly MDT IEP reviews

Provide Supervision training for care team supervisors

Plan 5 more Training Days for Care staff across the year

Consult with Students about their Social Space in 'The Loft'

Finalise the new base for the MDT team

Continue regular MSAG meetings (Medication Safety Audit Group)

Implement digital signing in for Reception

Remodel ground floor of Oaks and Cedars homes to create kitchen

Further development of our One Planet Living Action Plan for 2025

Replace Domestic & Workshop Cabins

As ever, we look forward to sharing the journey with you all throughout this school year!

From the Hill House Senior Management Team: Principal - Kate Landells, Vice Principal and Head of Education - Louisa Burden, Registered Manager and Head of Care – Kirsty Marsden, Deputy Head of Education – Greg Jagger, Clinical Integration Lead and Consultant Clinical Psychologist – Dr Karen Varney, Site Manager – Kieran Hawkes and Senior Administrator - Lynda Challis

October 2024