



Cambian Spring Hill School

Specialist Education Services
for Autism and Complex Needs

- Mixed Gender • 8-19 Years
- Up to 52 Weeks Residential • Day Placements

Welcome

Welcome to Cambian Spring Hill School, Ripon, North Yorkshire. Our site is situated in 30 acres of beautiful grass and woodland; our rural campus offers children and young people the peace and tranquillity to thrive physically and emotionally in addition to developing their levels of independence, resilience and academic competence.

Spring Hill is an Independent Special School which caters for the needs of children and young people with a primary diagnosis of autism and who have an EHCP in place. Often, our youngsters present with associated challenging behaviours and/or complex learning deficits and communication difficulties. We take up to 40 children and young people, aged between 8 and 19 years of age. We have two independently registered Children's Homes on site, both of whom can take up to a maximum of 6 children and young people.

These homes typically cater for children and young people who are either live with us 38 or 52 weeks of the year. Sometimes, our cohort of children and young people present with associated challenging behaviours, learning difficulties and communication difficulties though these are well supported by a skilled and dedicated team of staff.

To effectively meet the diverse needs of our youngsters, we have an established on-site multi-disciplinary team of therapists, carers and teaching and support staff, which means that we are proficient in supporting children and young people with complex needs. We provide an environment where multidisciplinary support is key to ensuring outstanding outcomes for our students. Our **SpringHillSPIRIT**, reflects our ethos of collegial work, not only across campus but also with our external partners. Strong partnership work is fundamental to us and we have a fantastic reputation of working proactively with Local Authorities, Social Care

and, crucially, parents and carers to ensure that each and every child and young person gets the highest level of bespoke care and education possible.

Across the school setting, we adopt a 'stage not age' approach. With a blend of individualised and group learning opportunities, Spring Hill provides education and care through a mixture of individualised programmes and a broad curriculum to develop progress from baselines; our robust suite of assessments supports staff to effectively analyse gaps in learning and tailor their pedagogy.

Our amazing iSTART provision supports children through their first few weeks at Spring Hill and helps us to deliver truly bespoke education and care. Encouraging each child to aspire to their personal best is fundamental and we balance this appropriately whilst ensuring that our learners are happy, safe and physically and emotionally healthy. Our outdoor space provides us with a fantastic resource and we encourage learning outside the classroom to not only contextualise theoretical concepts but to develop physical, emotional and social development.

Learning opportunities are provided to facilitate personal aspirations, celebrate success and work towards a meaningful transition into the adult world. There is a focused approach towards personal development especially in terms of improving levels of independence, accountability social communication and empathy. Ensuring our children and young people experience a broad range of learning opportunities is extremely important to us. Our internal and external work experience programmes support community participation and engagement with the world of work, which is differentiated to each student's needs

and strengths. Students can access a wide variety of work experience opportunities to develop their practical skills including retail, horticulture, administration, valeting, animal care and catering, to name but a few. Our independent Careers Advisor compliments our PSHE offer and attends site every week to discuss aspirations and post 16 opportunities with our learners and parents/carers on a 1:1 basis and the older students are encouraged and supported to attend taster days at local colleges such as Askham Bryan and York and Harrogate College.

Our termly Show Case days immerse our parents/carers in celebrating their child's learning to date and our termly newsletter, the 'Spring Hill Spotlight', is packed full of interesting articles illustrate the fantastic achievements of our learners. Our end of term reports provide deeper insight into the attitude, behaviours and attainment of learners whilst weekly reports mean that parents/carers are kept regular informed of their child's performance and engagement in learning.

I am passionate about leading Spring Hill School and alongside the team, we are committed to delivering the highest standards of education and care to our children and young people.

I hope you enjoy reading about Cambian Spring Hill School and enjoy the wonderful photographs of our setting.

If you have any queries please do not hesitate to get in touch or call us on 01765 603320 to make an appointment to visit us.

With very best wishes

Samantha Price

Samantha Price

Principal



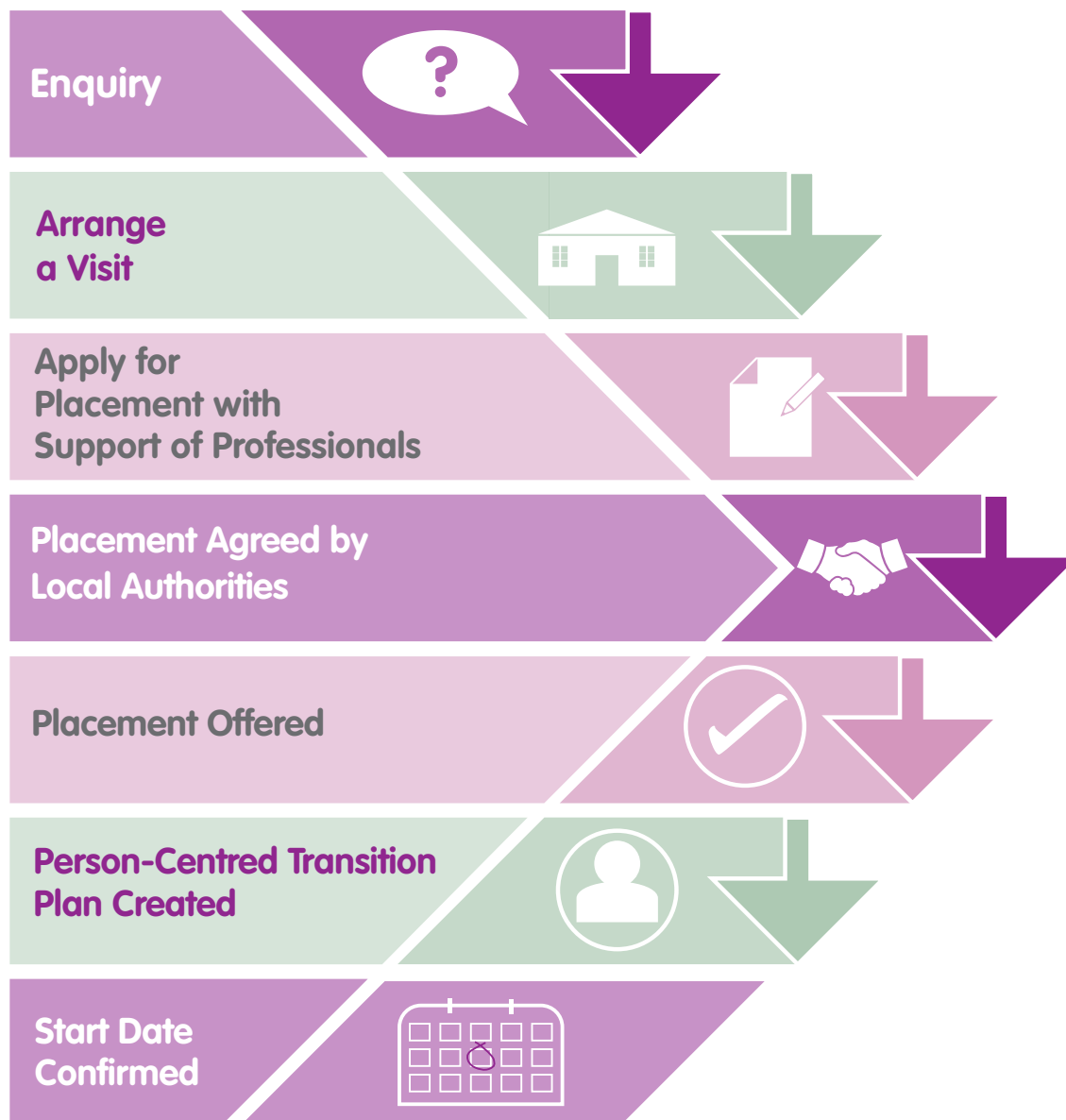
Palace Road
Ripon
HG4 3HN

01765 603320

Referral Route and Pathways



Referral, Assessment, Placement Process



“The school prioritises building strong relationships with pupils. It strives to understand pupils and their often complex individual needs. This contributes to a calm learning environment where pupils behave well. Pupils are happy here.”

– Ofsted Education Report, 2025

Referral Route and Pathways



Planning for transition into adulthood is key and we focus on developing bespoke education, life and vocational skills which effectively support children and young people onto the next stage of their lives.

Spring Hill provides places for mixed gender students aged 8-19. We also offer day education for pupils within a reasonable travelling distance. Whilst 38 or 52 week places are offered, we can consider bespoke agreements:

| | |
|---------|-------------------------------------|
| 38 Week | Monday - Friday |
| 38 Week | Term time only (including weekends) |
| 52 Week | All year round |

Many students join us part-way through the year and our tailored system of assessments and support ensures no child is disadvantaged because of this. Admission is usually brokered via Local Authority representatives, (although we welcome initial parental enquiries) and we proceed to official assessment if we feel we may be able to meet need. Only by completing our formal assessment do we decide whether to make a formal placement offer.

Admissions Criteria


Our school is focussed on supporting and providing care and education for children and young people with a primary diagnosis of ASD as well as other additional needs that may prevent them from coping within mainstream education. It is not uncommon for us to welcome students who have experienced multiple placement failure.

Places are usually funded by the placing Local Authority. In extenuating circumstances places may be funded by employers such as the armed forces if working abroad. All children and young people must have a current EHCP in place.




the iStart programme


Cambian Spring Hill School



The iSTART Programme is a targeted induction programme for all our students at Spring Hill School. Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning. It's a multidisciplinary approach supported by trained teachers, therapists and clinicians.



Placing the child's needs at the centre, we take this time to understand what is important to them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!



We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person.

The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!

i – Induction
S – Student
T – Therapy
A – Assessment
R – Review
T – Transition

Quality of Life



What is the Quality of Life Framework

The Quality of Life framework is the assessment tool that we use across our campus, in school and residential to enhance the outcomes for our young people. Our aim is to improve the quality of life for students and their families' by providing them with the necessary skills to engage in society and become active citizens in preparation for adulthood.

At Cambian Spring Hill School we recognise the importance of academic achievement but we also understand and champion the development of skills in independence, social participation and well-being. We believe that these skills are equally as vital in ensuring our students reach their potential.

This is a whole school approach. Education, Care and Clinical teams work holistically with young people and their families to identify issues, set targets and implement support strategies, leading to significant improvements for all.

Working with Families

It is fundamental in our approach that we strive to understand how to improve the quality of life for any of our young people. In order to do this we need to understand what life is like for them and how it could be improved. Young people tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence Plus curriculum and set in collaboration with the student.

The Independence Plus curriculum allows students to develop, learn and master skills and can be delivered in a number of ways; the classroom, the home, the community or through key working or therapeutic sessions. There are 10 key areas of focus:

- My Self Care
- My Environment
- My Future
- My Finances
- My Relationships
- My Organisation
- My Community
- My Safety
- My Wellbeing
- My Travel

All young people have a baseline assessment and evidence is gathered from them, their families and staff to demonstrate overall progress on a termly basis.



Quality of Life

Working with Families

At Cambian Spring Hill School we recognise and value the significance of good parent/carer partnerships and strive to work supportively with families to improve their quality of life as well that of their child. The significance of positive parent/carer partnerships cannot be underestimated and we anticipate all families to work harmoniously with us in the best interests of their child.

We have a highly specialised staff team on campus who are able to provide advice and guidance to families.

Our Multi-Disciplinary Staff Team Comprises of:

- Specialist, highly skilled and practiced teaching staff and support team including the school SENCo.
- Our in-house clinical team consists of a Senior Mental Health Practitioner, an Occupational Therapist (OT), Speech and Language Therapist (SaLT) and THRIVE™ Practitioner. Remote Psychology support is offered if required.
- Highly experienced Head of Care, Admissions and Transitions Coordinator and a knowledgeable, nurturing, well trained and dedicated care and support team.

Support is tailored to an individual set of circumstances for each family and their child/young person. Generally, most supportive measures look to offer guidance around:

- **School Support:** Issues relating to school admission, provision and transition
- **Family to Family Support:** Putting families in touch with others for social support
- **Home Support:** routines and environmental management of the home
- **Training:** Specific training and/or advice on aspects of Autism/SEN such as sensory needs, anxiety management etc.

We expect to work with and for families and believe this generates the best possible outcomes!



“Pupils and their families appreciate the ways in which the school supports them to develop, both academically and personally.”

– Ofsted Education Report, 2025

Education



Curriculum Introduction

At Spring Hill School we aim to develop well-rounded individuals, where learning experiences are constructed through a rich and varied curriculum offer. We have used the National Curriculum as a spring board to generate ideas for which topics, knowledge and skills will be covered within each group/class.

It is our aim to provide a curriculum offer that:

- Enables children to make great progress
- Provides equal opportunities for all learners
- Engages, motivates and develops curious children
- Creates responsible citizens
- Prepares children for the digital world
- Promotes a healthy lifestyle

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in their subjects and areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs. We also work in partnership with Nordoff Robbins who offer our students bespoke music therapy.

We believe that learning in Personal, Social, Health and Economic (PSHE) gives our students a new and broader perspective on the world, encouraging them to have a greater understanding of themselves and others, their own cultures and those of others, thus enabling them to be more tolerant and understanding. It enables the school to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life.

“I love the activities we get to do at school, especially Trampolining and Basketball.”

– Student C

“I love the friends that I have made at school and the support I get from the staff. I know who to ask if I have any problems.”

– Student G

Education



Formal Pathway

Key Stage 3 is a crucial and exciting part of a child's education. Our students are exposed to new people, new ways of working, new subjects and new challenges. At Spring Hill, we are proud of the progression our students make through Key Stage 3 and the opportunities they have open to them. In the classroom, students have the opportunity to study Drama, Art, ICT, Technology and Humanities in addition to Music, Maths, English, Science and PSHE remain a core focus of our curriculum too, as we prepare young people for their transition to Year 10 and their GCSE years. We offer a variety of GCSE's, BTEC's, Unit Awards and other qualifications that enable all our young people to achieve at their own level before moving on to their chosen Post 16 provision. All students receive regular, high-quality independent careers advice and we tailor 'A' level opportunities for young people who are able to access these. We are constantly reviewing and developing our curriculum offer to support the interests and needs of our learners.

GCSE's are currently available in:

- Mathematics • English • Language
- Science • ICT • Food Technology • Art
- History • Geography • Citizenship

“When pupils join the school, they undertake an induction programme. This helps them to settle into the school and gives staff the opportunity to build relationships and develop a bespoke curriculum for them. The school offers pupils a broad range of subjects to study.”

– Ofsted Education Report, 2025

Semi-Formal Pathway

Our semi-formal curriculum offer aims to develop core subject knowledge and skills, as well as developing equally important life skills. We offer a variety of lessons including Literacy, Maths and Science with the addition of our Quality of Life days. Students accessing this pathway have been identified as needing to develop skills in context and will access a range of opportunities to develop money-handling skills, social skills and road safety awareness within the local community.

Our students experience and learn how to use public transport and how to plan for, shop for and cook delicious meal's together. They will swim on a weekly basis and engage in PE or Outdoor Education on a twice weekly basis. The creative curriculum is delivered in the form of Enterprise, Music and Computing lessons.

All of the above is delivered in a therapeutic environment which aims to cater for all our learners needs. Timetables are structured to capitalise on engagement with academic lessons a focus in the morning, and afternoons are low demand and relaxed. Sensory breaks happen throughout the day to help students to engage positively in their learning and support them to develop friendships.





Education

Outside the Classroom

School sporting trips, showcase mornings and educational visits are all part of school life. Our Student Council allow students to experience planning, voting, democracy and presenting in a way in which they won't have experienced before.

All of this and more form part of an exciting diet of activities and experiences for all students to access. Parents will receive regular communication home in the form of a weekly report to inform you of how your child is progressing.

All young people have the opportunity to participate in on campus/off site outdoor activities including mountain bikes, orienteering, horticulture, horse riding, walking and forest school pursuits.

Our Transitions/Careers team begin work to encourage students to consider what education and work pathways they may like to move on to in the future.

“YP is doing well and is one of our more confident cadets. We are grateful for his attendance.”

– Local PCSO,
Police Cadets

Post 16 Pathway

The 16-19 curriculum at Spring Hill is designed to be flexible, to enable learners to exercise some choice in their learning and, by delivering it in a variety of community settings, to allow learning to be fully contextualized wherever possible.

The curriculum for each learner includes maths, English, ICT, personal and social development skills, vocational skills, careers/transition planning and is delivered in a way which allows for the embedding and transition of skills into real life settings. Students are offered opportunities to gain qualifications at an appropriate level to support their long term aims.

Our young people have the chance to access local colleges/other provision e.g. Askham Bryan where courses and levels of support are tailored following discussion with the young person and their family or carer. Developing levels of independence is fundamental to support successful transition to adulthood so we promote use of local community facilities such as Leisure Centre's, the library and active involvement in celebrations such as Remembrance Days, for example. Learning in the classroom is developed further by experiencing 'real life' opportunities such as using a timetable to catch a bus or buying food for catering lessons.

We make use of other opportunities such as:

- Local environment e.g. garden centres, AONB countryside, recycling
- Various projects and events as opportunities arise e.g. volunteer projects, showcase mornings, college taster courses/ days, NYCC inclusion sports and Prince's Trust activities.
- Work experience and work related learning opportunities according to the interests and opportunities available for individual students

Learners are supported in preparing their "Record of Achievement" which contains evidence of their interests, achievements and strengths and any accredited outcomes they have achieved along the way. All students receive a termly progress report and Records of Achievement are delivered, formally, during our annual July Celebration Showcase Awards Event. These records support our young people to share their successes at interview and ensures that they have a meaningful record of their achievements during their time at Spring Hill to take with them into their adult life.

The Spring Hill curriculum is designed to respond to the interests of the learners and utilise opportunities available in the local area. Various levels of accreditation are available up to and including 'A' levels.

“There is an extensive range of opportunities for pupils to try new experiences and to contribute to the local community. These help pupils to develop positive character traits, such as resilience and effective communication skills”

– Ofsted Education
Report, 2025

Clinical Services



Our clinical services team work as an integral part of the Spring Hill School multi-disciplinary team to support children and young people, parents and carers and other key external professionals. This framework supports all staff at Spring Hill School to work collaboratively to monitor progress and support the achievement of positive outcomes for children and young people.

Our specialist team includes:

- **THRIVE™ Practitioner** our THRIVE™ Practitioner delivers approved interventions and provides fantastic support to children and young people.
- **Occupational Therapist (OT)** helping young people improve their ability to perform tasks independently in their daily living and school environments; OTs support students to access their education through the development of fine and gross motor skills, sensory processing and self-regulation skills.
- **Speech and Language Therapist** helping people develop communication, language and interaction skills. In addition, speech and language therapists can provide assessment, advice, recommendations and direct support for eating and drinking skills.
- **Senior Mental Health Practitioner** Our SMHP also provides training, guidance and advice to the staff team to support consistent individualised therapeutic practice to support our children and young people.

Therapeutically informed practice is a Golden Thread at Spring Hill; this is driven through a therapeutic framework which is known as the STEP framework. This enables colleagues, across clinical, education and care teams, to have a shared approach to supporting young people by way of a consistent and agreed approach. This framework supports all staff at Spring Hill School to work collaboratively to monitor progress and support the achievement of positive outcomes for children and young people.

A therapeutic framework is established at Spring Hill School. This is known as the STEP framework and enables colleagues across clinical, education and care teams to have a shared approach to supporting young people.

This framework supports all staff at Spring Hill School to work collaboratively to monitor progress and support the achievement of positive outcomes for children and young people.

Our clinical services team provides universal, targeted and specialist input. The specific input offered to young people depends on our assessment findings, ongoing monitoring of their needs and their Education, Health and Care Plan requirements.

Universal, Targeted and Specialist Service Delivery

| Universal | Specialist | Targeted |
|---|--|--|
| Enviromental Therapeutic approaches used by all staff and accessible to all young people in the school. | Clinical input for referred young people focussed review meetings. | Assessment and recommendations for statement EHCP. |
| Clinical approaches used with all young people in a school. | Specialist therapy interventions delivered directly by clinicians. | Clinical modeling and targeted training workshops. |
| Core-clinical training packages delivered to all staff. | Target setting and reports. | School staff deliver clinically informed and supported 1:1/group sessions. |
| | Clinical mentorship for champions. | Input as per statements EHCP. |
| | | Progress reports. |

STEP: The Cambian Therapeutic Framework

A three stage journey for young people:
Stabilisation, Strengthening and Transition.

| S Sensory Supportive | T Totally inclusive | E Enabling Standards | P Progressive Personal Progression |
|---|--|--|--|
| Staff are attuned to young people's sensory needs and use timely sensory strategies for de-escalation and sensory modulation. based on Sensory Environment Strategies | Established belonging and boundaries that enable communication and openness, support development and involvement by all: young people and staff. Based on Enabling Environment and 5 Good Communication Standards | Staff create and maintain environments that support insight, confidence and independence through supervision mentorship and reflective practice and regular audits of applied standards. | Journey of the young person through 3 district stages, measured by outcomes in consistent domains. |

“Many pupils have experienced significant periods out of education. Staff skilfully work to reintegrate pupils into full-time education. As a result, pupils’ behaviour is calm and settled. Staff provide clear explanations and demonstrate secure subject knowledge of the subjects they teach.”

– Ofsted Education Report, 2025

Our Clinical Services interventions support:

- Communication and interaction
- Cognition and learning
- Sensory/ physical
- Social, emotional and mental health
- Transition to adulthood

As they work in this way our clinical services team:

- Collaborate with key staff across the school/ care environment.
- Support and develop the therapeutic environment in the education and care setting through advice, training, consultation and provision of specific support tools to young people and colleagues across the school/ care environment.
- Maximise opportunities for young people to engage in all activities across the curriculum and in the care setting.
- Make contributions to whole school target setting and development.

Residential Care



Here at Spring Hill we pride ourselves on offering a warm, nurturing and welcoming environment to our young people and their families.

Our residential cottages, Beeches Cottage and Acorns Cottage, are situated within the beautiful grounds of Spring Hill school which allows for unlimited opportunities for recreation and play as well as the opportunity to enjoy the peace and tranquillity of the rural setting.

Each cottage provides a home away from home recreating a family environment that is safe, comfortable and most importantly happy.

All of our bedrooms are en-suite and are furnished to a high standard. We encourage the young people to personalise their room by choosing paint colour and soft furnishings, hanging pictures on their walls and adding personal belongings to make them feel truly settled in their environment. Young people can if they wish be given a key to lock their bedroom to ensure their privacy.

Our homes cottages are fully equipped with everything you would expect to find in a family home including a living and dining area, a utility room with washing machines and dryers, a kitchen with the most up to date appliances and additional communal spaces.

The young people's thoughts, wishes and opinions are taken into consideration in all aspects of the planning and running of the home. They are actively encouraged to participate in things such as shopping, meal planning and preparation, general domestic tasks such as tidying their bedroom, setting the table for dinner and putting on the odd load of washing.

The care and maintenance teams ensure that everything is well maintained and safe for young people and adults.

Each young person is allocated a Key Worker and a Co-Key Worker, these staff members co-ordinate the care for the young person and act as the named contacts for the young person and their family. They will ensure that the young person is provided with the opportunity to develop to their full personal potential through our care curriculum –

- Physical health and wellbeing.
- The ability to make informed choices.
- Independence and life skills.
- Communication skills.
- Positive self-esteem, confidence and perseverance.
- Moral, social and cultural awareness.
- Positive relationships.

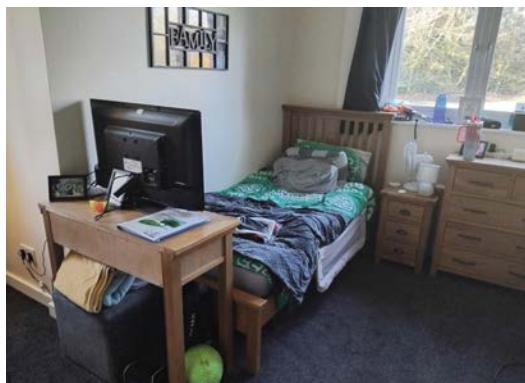
The care and support offered to each young person is completely individualised and the dedicated care team consistently go the extra mile to ensure each young person has a wonderful experience at Spring Hill School.



“Staff understand the needs of the children. They care plan together as a team, discussing how best to care for children. This benefits the children, who experience a consistent approach to their care. Staff understand the importance of talking to help the children.”

- Ofsted Inspection Report
- Beeches Home, 2025

Residential Care



Before moving to Cambian Spring Hill School

Jonathan was diagnosed with autism in February 2012.

Prior to joining Spring Hill School, Jonathan was receiving home tutoring through an alternative provision. Although historically he had been progressing well across all areas of the curriculum in a mainstream secondary school, this placement unfortunately broke down at the start of year 8. The increase in pace of social interactions as Jonathan got older was just too fast and complex for him to manage, impacting on his self esteem and confidence. Jonathan struggled to conform to an image that he and his 'friends' considered to be 'normal' and this led to significant distress, presenting both at school and home. Jonathan's struggles resulted in two fixed term exclusions from school relating to his own health and safety and that of others, causing significant damage at the school and self harming. On one occasion where he felt unable to cope at home, he sadly made an attempt to end his life.

How Cambian Spring Hill School has supported Jonathan

Jonathan took some time to settle into life at Spring Hill School and within his first full term he was involved in 10 recorded incidents resulting in him requiring additional 1:1 support. With this additional support Jonathan has become better able to manage social situations, becoming a popular member of the peer group and he managed to form and maintain friendships. He has developed resilience to situations he would have previously found challenging and is now able to remove himself from potential incidents or disruption.

Jonathan is a competitive youngster and this would lead to aggression if he did not win games and activities. He is very set on rules and if he perceived rules were not being followed he would become angry or distressed. He found it difficult to understand and follow standard classroom rules and this resulted in him shouting out. Jonathan's processing time can be longer than that of his peers and he would put his hand up and forget the answer he wanted to give and this added to his frustration. When distressed Jonathan struggled to communicate effectively which would see him becoming increasingly agitated. During these times he could not listen to or consider information or reasoning.

Over the last academic year, his speech and language therapist has continued to offer a universal level of service for Jonathan. Jonathan has been reluctant to engage in direct work with the speech and language therapist to review his communication skills through formal assessments, however the therapist has liaised and consulted with colleagues in the clinical and education teams to support their work and share information about his progress. In addition, the speech and language therapist has undertaken periodic observations of Jonathan in class and the wider school environment; he is reacting positively and has since been observed:

- Expressing his ideas with ease.
- Making comments, requests and instructions in relation to his own needs.
- Using extended sentences to convey ideas, opinions, comments and questions to others.
- Modifying his voice volume and pitch easily (habitually using a loud voice in everyday conversation).
- Making good use of written/ visual tools to support understanding of what to do in order to work more independently.
- Showing interest in other people's actions and choices: he will now ask follow-on questions or comments in conversation.
- Manages change most effectively with rehearsal, reassurance and pre-preparation.

Jonathan still has access to 1:1 support throughout the education day but this was recently reduced due to his significant progress in relation to self-management of behaviours and increased levels of resilience.

Feedback from Jonathan's Mum

'We visited many schools before choosing Spring Hill School for Jonathan and one of key points we really liked about the school on our tour was the calm atmosphere it had. No staff shouting at children (which we did see one in one school where we couldn't get out quick enough).

I have to say with regards to Jonathan's placement at Spring Hill School both Jonathan's Dad and I are over the moon with the level of support he is receiving.

Jonathan's transition to Spring Hill was brilliantly managed. He had been out of School for about 7 months before joining. He had a few hiccups at the start but calls home were done in an understanding, non-judgemental and sympathetic way, which was very refreshing!

I wish in hindsight Jonathan had joined Spring Hill from the get go. It is such a shame children have to be at a crisis point before they can receive the specialist services a school like Spring Hill can offer.

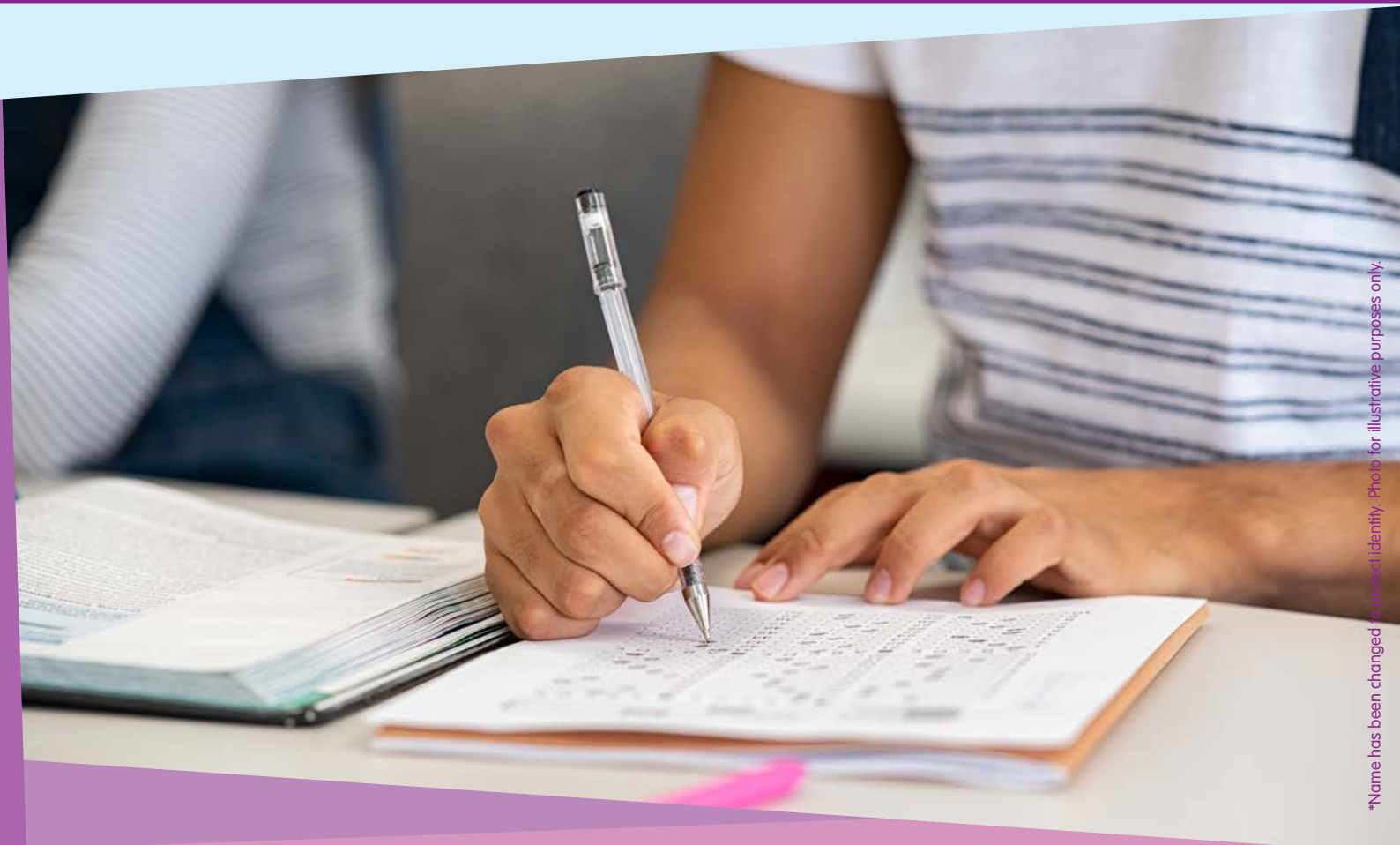
I also have to say how lovely it has been to hear from teachers and staff about how they like Jonathan and what a good sense of humour he has. As a parent of a child with difficulties I used to dread and feel physically sick going to pick Jonathan up from his Primary School and used to get so stressed and bogged down with all the negative comments about him. Having such wonderful understanding staff is paramount to the success I feel of the wellbeing and progress Jonathan has made and it's much less stressful for us as parents.'

Positive Outcomes for Jonathan

Jonathan is a bright boy who is keen to sit his GCSE's and has already expressed interest in pursuing A-levels and sports related courses. He has regular 1:1 meetings with an independent career's advisor as part of his bespoke timetable. Initially, Jonathan was reluctant to fully engage in these sessions due to his apprehension about revealing personal information; however, as time has gone on he has opened up more and discussed the option of attending open days and taster days at local colleges.

Jonathan also accesses a weekly work experience placement which is providing him with invaluable experience and skills in preparation for adulthood.





*Name has been changed to protect identity. Photo for illustrative purposes only.

Before moving to Cambian Spring Hill School

Christopher (Chris) had previously been out of education for a year, prior to starting at Cambian Spring Hill School.

The last reported educational assessment suggested that he had been working at a level significantly lower than expected for his age. It was also noted that he had difficulties maintaining his attention for sufficient periods of time required to complete work. He enjoyed using computers but struggled to participate in any other formal learning activities.

Chris had previously been taught in a 1:1 personalised programme. He did not tolerate peers and required support to enable him to participate in learning activities and in engaging positively with staff. Chris could also become unduly focused on time and become agitated or anxious around timings or plans. He also experienced issues sleeping, which had previously been linked to lack of routine as well as his attachment disorder and anxiety.

Chris demonstrated levels of heightened anxiety and challenging behaviour, particularly around unfamiliar people, new situations and uncertainty. He found it difficult to both regulate and appropriately express his emotions, which could lead to behavioural issues such as hiding under the tables or in severe cases physical aggression. He required consistent staffing to enable him to develop key relationships. Something Chris positively engaged with was receiving e-mails or notes with requests to participate in activities. He also enjoyed role play with staff, promoting engagement in activities and communication.

Chris had difficulties with expressive and receptive language and with social communication. He would say things that he did not seem to fully understand, for example; repeating phrases or expressions he had heard used by others. Additionally, he had problems with fluency of speech/stammering by making false starts and repeating parts of words and the first sounds in words at the start of a sentence. It was reported that his repetitions were accompanied by physical manifestations including excessive blinking and 'screwing up his face'.

His family had said that Chris had previously been very sociable and it was felt that he had then retreated within himself. He also had a tendency to isolate or withdraw when he saw other young people presenting with negative behaviours. He was described as needing time to 'let out' his agitation in a safe, calm, quiet space away from others in order to self regulate when his anxiety or agitation peaked. At times this was through screaming or shouting, throwing items or banging doors. Decreasing the level of demand on him was reported to have a very quick de-escalating effect on him. While Chris was aware of dangers in the community to some extent, when he was anxious he could display risky behaviour especially near roads and with strangers.

How Cambian Spring Hill School Support Chris

The clinical services team support Chris through:

- Contributions to whole school target setting
- Working collaboratively with key staff across the school/ care environment.
- Maximising opportunities to engage in all activities across the curriculum
- Supporting the therapeutic environment across the curriculum

The team work collaboratively to monitor progress and identify further areas of work and relevant strategies which can be implemented through the curriculum and in the care setting.

Universal support is provided through advice and recommendations into the environment at Spring Hill School. The Psychologist offers regular consultations and reactive advice in the multi-disciplinary team meetings in order to ensure a collaborative approach to Chris's education and care.

Strategies are in place to meet Chris' requirement for predictability and routine, and his social communication needs. This includes reducing his anxiety, verbal and physical aggression, developing his self-regulation, self-esteem and resilience. Strategies to support and develop his relationships with staff and peers are also embedded into his daily activities.

By providing Chris with consistent communication about routines and plans and using the key resources provided by the Speech and Language Therapist; his understanding and feeling of being safe and secure has increased. In addition, by calmly reflecting on his thoughts and feelings by linking to plans for any changes or at a simple level the idea of change, Chris is able to reflect at an appropriate development level (socially, emotionally and linguistically) about his actions and responses. This should in-turn; over time lead to a positive impact on reducing his challenging behaviours.

The Occupational Therapist is also working with the education team, to discuss ideas for sensory strategies which can be incorporated into his day. Recommended strategies include proprioceptive and deep pressure activities that can be made into games or role play. Chris is also supported in his learning through a non-traditional school timetable, which focuses on building skills in independence. Chris continues to initiate positive interaction with the Occupational Therapist and will call out for her to come to speak to him if he sees her within the wider Spring Hill School environment.

Chris has been provided with a bespoke timetable which gives him the space to learn at his own pace and within his own learning environment. This includes some Maths and English sessions with the rest of his week following a Quality of Life curriculum. This is designed to support his overall development and prepare him for adulthood. He also practices applying his English and Maths skills in context, for example during shopping activities.

The Quality of Life curriculum focuses on 6 key areas:

- Self-care (cooking, laundry, self-care and shopping)
- Relationships (relationships and conversations)
- Community (immediate community, extracurricular activities, school day, wider community)
- Wellbeing (understanding myself, my health needs, emotional and sensory regulation)
- Environment (cleaning, green living)
- Travel (public transport)

Chris has forged a good relationship with his Key Worker and they spend dedicated time together on a weekly basis, to discuss any difficulties Chris may be having and the progress he is making.

Chris still sometimes continues to struggle with impulsivity and has exhibited reactivity including becoming verbally and physically aggressive in his interactions with both staff and peers. Strategies are in place, including clear and consistently used verbal communication that is mindful of his emotional and communication needs and redirection which has shown to help calm and diffuse his episodes of reactivity. Despite these inconsistencies, overall there has been a significant reduction in the number of incidents he is involved in.

What is Chris doing now?

Chris currently resides in one of our residential cottages with 5 other young people. He receives 1:1 support and is encouraged to keep busy following a plan of activities in a similar format to the education day. Chris is encouraged to increase his independence by putting some of the skills he has learnt in education into practice. Initially Chris had isolated himself from his peers, choosing to sit in a separate lounge and leave a room if they entered. However, he is now integrating more willingly which is a huge progression for him.

Chris successfully completed and passed the Ascentis Entry Level 1 reading paper. He worked hard on this and showed us that he is capable of reading and understanding some basic information by himself. He also took 2 mock papers on data handling and using measures and will soon be in a position to sit these final assessments.

Chris is beginning to work on 'Maths for Life' projects including 'money skills in a vending machine' and is learning about budgeting and money skills through the 'Quality of Life, My Finances' module.

We are extremely proud of the improvement that Chris has made during his time at Spring Hill School and we look forward to this continued progress.

Spring Hill Outcomes 2024

GCSE Results

| | | |
|------------------------------|-------------------------|--|
| 1 x English Language Grade 4 | 1 x Design & Technology | 1 x Religious Education (Short Course) Grade 7 |
|------------------------------|-------------------------|--|

Functional Skills

| | | | |
|-----------------------|-----------------------|---------------------------|---------------------------|
| 1 x English - Level 2 | 2 x English - Level 1 | 1 x Mathematics - Level 2 | 1 x Mathematics - Level 1 |
|-----------------------|-----------------------|---------------------------|---------------------------|

BTEC

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|-----------------------------------|
| 7 x Home Cooking Skills - Level 1 |
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|-----------------------------------|
| 3 x Home Cooking Skills - Level 2 |
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Ascentis

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| 2 x English - Entry Level 1 - Certificate |
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| 1 x English - Entry Level 3 - Unit Award |
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| 2 x Mathematics - Entry Level 1 - Certificate |
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| 1 x Mathematics - Entry Level 2 - Certificate |
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| 1 x Mathematics - Entry Level 2 - Unit Award |
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| 1 x Mathematics - Level 1 - Certificate |
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| 3 x Personal Development - Certificate - Entry Level 3 |
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| 2 x Character Education - Certificate - Entry Level 3 |
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| 2 x Independent Living - Certificate - Entry Level 3 |
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| 1 x Independent Living - Certificate - Entry Level 2 |
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All students have completed AQA Unit Awards - a total of 184 across various subjects

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| 63 x Enterprise |
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| 2 x QOL |
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| 7 x Work Related Learning & Careers |
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| 10 x Forest School |
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| 2 x Croft |
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|---------------------------|
| 20 x Personal Development |
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| 16 x Sports |
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| 54 x Food Technology |
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| 10 x Horticulture |
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9 Students took part in Swimming Lessons this year and received the following awards:

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| 1 x 1000m |
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| 1 x 800m |
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| 3 x 600m |
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| 4 x 400m |
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| 4 x Water Skills 3 |
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| 1 x Water Skills 6 |
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| 4 x 200m |
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| 2 x 100m |
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| |
|---------|
| 1 x 50m |
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| 2 x 25m |
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|-------------|
| 1 x Shark 3 |
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Further Awards

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| Gold School Games Mark (Gold) |
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| RHS School Gardening Award (Level 5) |
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| 10 x Rebound Certificates Level 3 |
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| Leadership Skills Foundation – Level 1 Sports Leadership Award |
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| 3 x Princes Trust Award in Digital Skills - Level 1 |
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| 3 x Princes Trust Award in Preparing for the World of Work - Level 1 |
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| 2 x Princes Trust Award in Personal Development & Employability - Level 1 |
|--|

Work Experience

Student K and Student O completed work experience at Ripon Walled Garden.

Looking to the Future

Student K has now moved onto Bradford College studying Horticulture & Sustainability



Community Links

At Cambian Spring Hill School, we value the importance of developing strong links both within the local community and with the communities from which our young people join us in order to grow a sense of belonging and purpose.

Community activities develop team work skills, confidence and help our students develop resilience in different situations, environments and scenarios. We provide the opportunity to visit local libraries, shops, cafes, places of interest, businesses and attractions. In order to enhance the learning experience of our young people.

One group of students took on the challenge of bag packing in a local supermarket to raise money to develop a sensory area in Ripon library for use by the general public, whilst another group of students spent a number of afternoons playing cards and chatting away to war veterans in a local nursing home.

One young person did a fantastic job volunteering for Save the Children and his contribution was greatly appreciated.

Our students have enjoyed opportunities to sell their high quality products/produce, made during the Princes' Trust Enterprise lessons, on the SHS market stall in Ripon and at termly Show Case days. They enjoy opportunities to liaise with

customers and enhance their money management and numeracy skills!

As a school we are very involved in the local Inclusion Sport opportunities which sees us travel to various schools and venues in the area to compete in sporting competitions... we often win too!

We also have links with local colleges and businesses and many of our students access longer term college placements or work experience placements within the local area or back in their home community.

Further afield, we have youngsters who have enriched their formal learning by visiting Belgium to see the Commonwealth War Graves – a trip that will stay with them for many years to come.

Spring Hill School never stands still and is always developing its' offer to help and support children and young people with additional needs. If you have any questions or wish to come and have a look around, please contact the school office on: 01765 603320

“ There is an extensive range of opportunities for pupils to try new experiences and to contribute to the local community. These help pupils to develop positive character traits, such as resilience and effective communication skills. For example, through to sell in local shops. ”

– Ofsted Education Report, 2025

Additional Information



Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our School and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or tell us we did not meet your expectations, please contact the School via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the School on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or feel you are unable to discuss the details with the School, please contact the director of education detailed below, especially if your complaint relates to the school leadership.

The Proprietor

The proprietor of the School is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the School, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Operations Director - Education,
Metropolitan House,
3 Darkes Lane,
Potters Bar,
Hertfordshire
EN6 1AG.

The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com