Cambian





Hill House School

Specialist Education Services for Autism,
Severe Learning Difficulties & Associated Behaviours

• Mixed Gender • 11 - 19 years
• 52 Weeks Residential • Day Placements

Welcome

For many years, Cambian have been leading the way in achieving outstanding results and providing high quality education and care for a very special group of children and young adults.

Hill House School has been recognised as a centre of excellence where every young person is supported to challenge the limitations of their autism and achieve a personal best.

Our approach focuses on education, building resilience and adaptability, developing self-regulation and communication skills with the goal of increasing independence.

In school, we offer our students a broad and balanced curriculum throughout the day so that they develop a love of learning with increased access to the wider community and participation in a wide range of co-curricular activities.

In addition, we support our young people to communicate their needs, make choices, make decisions and choose options that other people act on and respect. In doing so, we promote self-esteem and self-advocacy where success and achievements are shared and celebrated.

We understand that nowhere will replace home for our young people, but we pride ourselves on creating a homely environment where they can thrive and flourish.

Kate Landells

Principal



Kate Landells

Principal

Rope Hill,
Boldre,
Lymington,
Hampshire,
SO41 8NE

01590 672147

Achieving Their Personal Best



Student Profile

Hill House School is a registered education provision for students aged 11-19, we offer a 52-week residential provision and day placements for boys and girls with a diagnosis of Autism, severe learning difficulties and associated behaviours.

Our school is equipped to deal with the needs of students with a range of abilities, both academically and with communication.

We focus on communication and social skills, with a strong emphasis on self-management and independence. Alongside an academic curriculum, we offer our students a calm, consistent, eclectic approach to meet their individual needs.

We pride ourselves on flexibility within structure and work hard on building a non-aversive, positive approach. Our students come to us from other schools and centres which cannot fully meet their needs due to their complex difficulties and challenging behaviours. Their academic level and communication skills will vary, spanning a wide range.

At Hill House we provide a breadth of opportunities through a rich and varied learning environment allowing each student to not only be successful learners but to develop a love of learning by providing opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum.

We also support our students to become confident, independent learners that are encouraged to encounter, engage and explore.

We have been rated 'OUTSTANDING' by Ofsted. This report can be viewed on our website.

Student Profile

May have one or more of the following:

- Primary Diagnosis of Autism
- Co-existing Conditions
- Complex Needs
- Challenging Behaviour
- History of Placement Breakdowns
- Has an Education, Health & Care Plan

Our dedicated team include:

- Specialist Teaching Team
- Level 3 and 5 Qualified Care Staff
- Waking-night staff
- Psychiatrist
- Psychologist
- Paediatrician
- Occupational Therapist
- Speech & Language Therapist
- Behaviour Support Team
- Care Manager (Health)
- Well-Being Practitioner

Teaching and Learning



Aiming for a Brighter Future

At Hill House School we have developed an ambitious and meaningful curriculum that ensures our students are able to engage in a broad and rich experience that is appropriate to their needs and prepares them academically, socially and emotionally for the opportunities for their next steps into adult life.

Our curriculum is designed with the intention of promoting in our students a love for learning. It is designed so that the students will be able to follow a wide range of subjects in Key Stage 3 & 4 (including the full range of national curriculum subjects).

In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will develop their independence and vocational skills.

Our curriculum enables our students to learn and develop new skills and knowledge that builds on what has been taught before and takes into account their individual needs and understanding.

Whilst our curriculum promotes subject specific learning we believe that all subjects should and do contribute to the development of skills and competencies in Literacy/Communication, Numeracy, Personal, Social and Health Education.

'Students are able to form positive, trusting relationships with a consistent staff team, who understand their needs. Anxieties are minimised and there are excellent outcomes.'

Ofsted Report

Subjects Include:

- English
- Maths
- Science
- Music
- Community
- PSHE
- Careers
- Thematic Learning
- Land Based Science
- Expressive Arts
- PE
- One Planet Living Science

Post-16 Emphasis on:

- Life Skills
- Developing Independence
- Work-related Learning
- Vocational Skills
- Household Skills

A Highly Individualised Approach



Challenging the Limitations of Autism

Understanding our students' individual behaviour and how they see the world is essential to support their development.

We have a strong ethos of using positive and creative strategies to help them. Our education, therapy and care strategies are supported by an in-house multi-disciplinary team.

Our Dedicated Team Consists of:

- Specialist Teaching Teams
- Level 3 and 5 qualified care staff
- Waking-night staff
- Psychiatrist
- Psychologist
- Paediatrician
- Occupational Therapist
- Speech & Language Therapist
- Behaviour Support Team
- Health Care Manager
- Well-Being Lead

Our Interventions Include:

- Behaviour Support Plans
- Anger and Anxiety Management
- TEACCH Programme
- Social Education
- Speech and Language Therapy Including Vocabulary Work, PECS, Pictures, Symbols or Signing
- Sensory Integration
- Intensive Interactions Therapy
- Fine Motor Sessions
- Nurture Sessions

Life Skills Programme

- Zones of Regulation
- Communication
- Following Routines
- Following Instructions
- Decision-making Skills
- Positive Behaviour
- Taking Part in Activities
- Taking Care of Self and Belongings
- Being Healthy
- Staying Safe
- Numeracy, ICT, Life Files
- Budgeting Skills
- Literacy Skills

'Skilled residential staff contribute to the highly effective provision of an integrated service, which enables students to make tremendous progress in all areas of their lives.'

Ofsted Report

Waking Curriculum



The Hill House Model is an Integrated Approach

Our team work as one to offer a holistic approach where learning takes place everywhere - across all waking hours and is based on the National Curriculum Framework.

The subjects within the framework are adapted to take account of the needs and starting points of our students. Tasks and activities are differentiated to enable all to make progress. Practical skills such as cooking, caring for the home and self-care are taught alongside academic subjects.

The Hill House curriculum is realistic yet progressive. It is user-friendly to enable teachers to adapt, modify and personalise within their planning. Students also have the opportunity to access the community and are taught skills of accessing amenities, developing leisure interests; shopping and outdoor pursuits are taught throughout the age range.



Key Focus Areas

- Wishes, Feelings and Views
- Promoting Diversity and a Positive Identity
- Promoting Positive Behaviour and Relationships
- Keeping Safe
- Technology
- Music
- Community
- PSHE
- Careers

Post-16 Emphasis on:

- Life Skills
- Developing Independence
- Work-related Learning
- Vocational Skills
- Household Skills



Positive Outcomes for Our Children and Young Adults

We are helping more children and young adults to live a fulfilling and productive life by challenging the limitations of their autism. A combination of person-centred therapeutic planning, measurement of progress and a full multi-disciplinary approach can only result in the best outcomes for our students.

- Specialist input resulting in the learning of daily living skills
- Structured routines helping with behaviour and anxiety management
- Increased social and communication integration
- Empowering progression to the next level in our students' development
- Tolerance and coping skills

At Cambian we measure our students' progress in a number of different ways:

- National curriculum levels
- Individual Education Plan targets (IEP)
- National accreditation achievement awards (AQA and OCR)
- Behavioural and social progress
- School-based awards
- Economic well-being (financial skills and work experience)

Celebrating Success

Celebrating our students' successes and achievements is crucial. Accreditation of their achievements is performed through the use of establishment-based and nationally recognised awards including pre-entry curriculum framework.

We are delighted that Hill House School has once again been rated as 'Outstanding' by Ofsted.

"The school encourages pupils to let their personalities shine. Staff help pupils to share their interests, and they find out what they do well. This helps everyone to develop a sense of identity. For example, at tutor times, everyone enjoys taking a moment to celebrate each other's interests and share their favourite songs."

Hill House School
Ofsted Education Report
- March 2024

Our Environment



A Home Away from Home

We never underestimate the importance of a place. Comfortable surroundings combined with the right education and care, produce a feeling of ease and security which is essential for children and young people with autism.

We understand residential schools like Hill House can never replace a young person's home, but we make every effort to create a welcoming, family environment where they feel safe and nurtured.

In addition, our staff are all caring professionals, who also demonstrate many of the characteristics of good parents. They apply a gentle, yet firm and consistent approach providing the emotional and educational support our young people need.

For children and young adults with Autism Spectrum Disorder, this variety of educational experience can be wonderfully therapeutic. The satisfaction of working with nature combined with our active therapeutic input produce extraordinary tangible results. These are valuable, hands-on experiences that help our young people to understand more about their world and more about themselves.

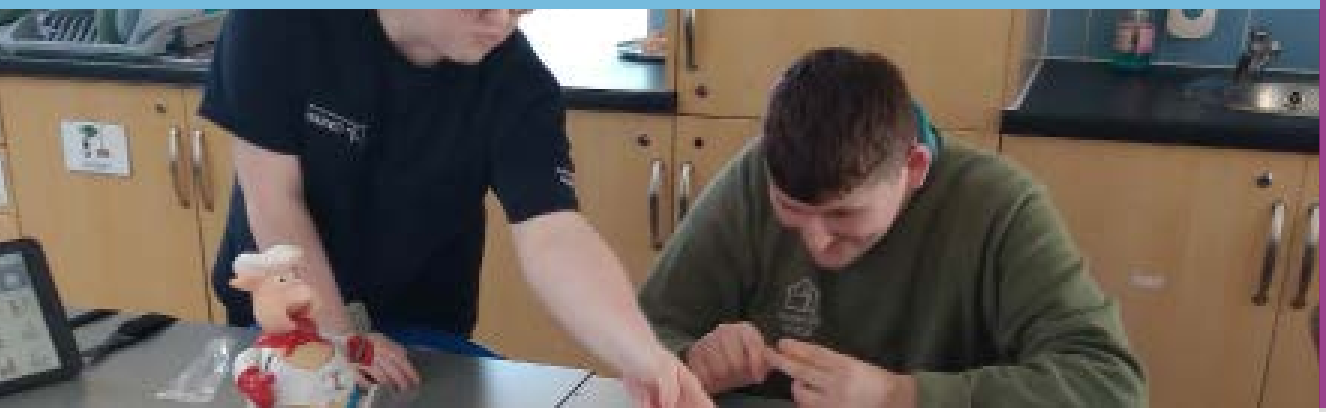


Nurture



Nurture	Extra Nurture	Super Nurture
All children receive Nurture at Hill House School. Compassion, safety and trust are underpinning all elements of the child's experience	Sometimes a child may need extra Nurture for a short period of time with the nurture Team. i.e. if they move to a new home, express their emotions in the Yellow/Blue/Red zone more frequently for them	Sometimes a child has a Diagnosis/ Bereavement/ Insecurity and may need a longer period of time with the Nurture Team BST (Behaviour Support Team) will be led by Psychology to create an appropriate and bespoke approach to support building resilience and positive relationships
• Therapy Team • House Manager • Well Trained Staff • Well Being • Project Home • Reflections • Zones of Regulations • Therapeutic Play	• Intensive Interaction • Special Event to be Planned • Sensory Activities • Talking Mats • Reflections • Zones of Regulations • Individual Play Sessions • Role Modelling	• Clinicians Input • Additional Strategies • Regular Sessions, Long Term • Additional Staff Training • Family Support • OT Support i.e. Womb Space • Play Sessions • Sessions with BST/Other

Smartbox



100 Voices is a project to explore care and assistive technology coming together. In October 2020 SMARTBOX became part of the Caretech Group with the intention of helping more people access the assistive technology that they need.

All of our children can have access to SMARTBOX AAC devices to help them to communicate and have more independence. Hill House are so pleased to be part of the 100 Voices Project. SMARTBOX assessed suitability for the technology alongside our Speech & Language therapist to ensure they receive the best AAC solutions for their individual needs.

Staff are provided with device training and support and ongoing clinical support where needed to make sure the people received devices are supported throughout their journey AAC.
We can measure the impact of AAC and how it affects people's behaviours, their individual goals and the team supporting them.

"Many of our children are non-verbal but have responded to a range of communication aids which shows us the potential voice that is there to be nurtured and listened to.

We believe strongly in choice being the number one thing we can give our children, whether this is what to have for lunch or what to wear that day.

However busy life is, we want to stop and listen to that voice. In the assessment process it was very clear to us that Smartbox is going to develop both the voices and choices of our children."

Kate Landells, Principal
Hill House

Community Links



Preparing Our Young People for Adult Life

In order for our young people to achieve their personal best, integration into the wider community remains a key part of the Cambian ethos. Activities in the community will vary and they are planned to match individual progress.

In addition, we choose the location of our schools specifically to provide every opportunity for our young people to learn and practise their skills.

Community links at Hill House School include:

- Climbing and other activities at Calshott Activity Centre near Southampton
- Lymington Library
- Odeon cinema in Southampton
- New Forest Recreation Centre for swimming and gymnasium
- Camping at Fairthorne Manor
- Short residential trips in the New Forest at Avon
- Tyrrell Activity Centre near Bransgore
- New forest National Park for walks
- Beaches at Milford-on-Sea and Lepe
- Shopping in the market town of Lymington or cities such as Southampton or Bournemouth
- Mayflower Theatre in Southampton



Charlie's Story

Hill House School is a registered education provision for students aged 11-19, we offer 52-week residential provision for boys and girls with a diagnosis of Autism, severe learning difficulties and associated behaviours.

Before moving to Hill House

Charlie has a diagnosis of Autism, severe learning difficulties and a speech and language disorder.

Unfortunately Charlie's previous school placement had broken down for him and due to his daily heightened state of emotion and anxiety he was unable to stay in a classroom setting and engage in meaningful activities. Charlie was fixated on going home and would spend most of the school day sitting by the front door waiting for home time. Just before Charlie moved to Cambian Hill House School he ran from the school to try and get home. The school had to contact the police in order to support and bring Charlie home safely.

Charlie found dealing with his emotions difficult and if his anxieties escalated, he would often lash out hitting and kicking others.



How Hill House supported Charlie

Charlie lives locally to the school so joined Hill House as one of their two day students. Initially he was very shy and anxious and was reluctant to join in. He needed an adult to be with him at all times and was only able to focus on any activity for a few minutes at a time.

Charlie was fixated on Thomas the Tank Engine and was only able to talk about these videos. He was dependent on his portable DVD player which he needed to use in between every task and for large parts of the day.

Charlie was initially only happy to spend time with a small group of adults and was reluctant to meet and get to know new people. The team at Hill House worked closely with Charlie and started to get to know him and learn about his interests. Charlie developed trust and friendship and slowly began to enjoy activities and try new things.

The following strategies supported Charlie to settle into Hill House and to make progress;

- An individualised behaviour support plan
- A sensory diet was integrated into his day
- Visual timetables supported Charlie to understand the structure of the day
- Charlie was provided with his own tablet device to support him in accessing a wider range of activities
- Lunch time clubs enabled Charlie to begin making friends and joining in with group play
- Charlie also joined one of the Hill House homes so that he felt included during lunch times
- Lego Therapy helped Charlie to feel comfortable around others, taking turns and participating in collaborative experiences
- An 'Emotions Awareness Group' and an individualised debrief communication pack supported Charlie to understand how he was feeling and which strategies may help him

The IMPACT of these strategies

Since joining Hill House there have only been nine incidents of challenging behaviour and on the majority of these occasions Charlie has responded quickly to de-escalation strategies such as reassurance and redirection onto a positive activity . Charlie has achieved over 116 AQA accreditation awards. He is able to independently greet others and initiate a conversation. He is happy to be around others and enjoys spending time with other young people. He is able to concentrate and engage for long periods of time and he is now able to work on a project lasting a whole day and also work collaboratively with others. Charlie comes to school every day and tells us that he is happy.

Feedback from his parents

Since Charlie joined Hill House school three years ago he has made so much progress. His communication skills have vastly improved. Charlie is questioning things if he is unsure on what you are saying and will also respond to questioning which he never did before. He wants to interact more with his family circle including my friends and will make conversation with them which doesn't include Thomas the Tank Engine! This is something that I never thought would happen. He has become very inquisitive and wants to know more about everyday life, for example weather and countries.

Charlie now wants more activities to do during the weekends and school holidays. He enjoys baking, tidying his bedroom and playing pool. He has also become more independent and often uses the phrase 'I will do it myself.' He did not want to do any of this before starting at Hill House!

Charlie has matured into a caring happy independent talkative young man since joining Hill House which is so lovely to see. He has never liked school and it has always been a constant battle to get him to school each day. Since starting at Hill House this has changed. He enjoys every day he spends there and is very happy to go each morning. I am so grateful that he goes to this school. It has well and truly exceeded my expectations.

Positive Outcomes

Charlie has grown into a confident young man who has many interests and is fun to spend time with. We will continue to support Charlie in his preparation for adulthood and work towards moving on and accessing meaningful work experience for him in the local community.

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

Daniel's Story

Hill House School is a registered education provision for students aged 11-19, offering 52-week residential provision for boys and girls with a diagnosis of Autism, severe learning difficulties and associated behaviours.

Before moving to Hill House

Before coming to Hill House, Daniel was in a constant state of heightened anxiety and was displaying severe self-injurious behaviours on a daily basis, pinching his chest and hitting and rubbing his face. As a result he had a number of open wounds on his body and was often distressed and physically upset.

Daniel was living at home and was unable to access a school setting, he displayed obsessive and stereotypical behaviours and used very little speech, which meant that he was unable to communicate his needs and choices.

How Hill House supported Daniel

Hill House worked closely with Daniel's family in order to plan his move to the school in detail. Some initial strategies helped Daniel to make the move and enabled him to begin to feel safe, these included supporting Daniel to wear long sleeved tops and a baseball cap in order to protect his body from injury.

Daniel needed to carry lots of small items in his hands to keep him distracted from displaying self-injurious behaviours towards his face and chest and he also needed to hold onto an adult's arm. He required activities to be broken down into very small tasks and needed a `Now and Next` timetable. Initially Daniel needed to sit at his own work area away from others and required frequent breaks in between activities. The education, care and therapy team worked together to support Daniel using a range of strategies including;

- Integrating a Sensory diet into his daily life
- Consistent communication systems where Daniel was supported to use PECS (Picture Exchange System) and his voice
- Lego therapy sessions where he could develop his confidence in being with others and taking turns
- Social stories to support Daniel throughout his day
- An Occupational therapy programme
- Specific training from the clinical psychologist and behaviour support team for staff and parents on `working with self-injurious behaviour`
- Support for parents during visits and trips out
- Dog therapy
- Music therapy
- A Physiotherapy programme

The IMPACT of these strategies

In the two months prior to Daniel moving to Hill House, a staggering 3,000 incidents of self- injurious behaviour were recorded. In comparison during the sixth months at Hill House there were just 11 incidents of self-injurious behaviour!

Daniel developed in confidence, self-esteem and resilience whilst at Hill House. Daniel no longer needed to wear his cap and was able to wear a short-sleeved T-Shirt. He was able to follow a timetable for the whole day and could join in activities for longer than 20 minutes at a time and he was able to follow a work-based system by himself. Daniel enjoyed being praised for his work and sharing it with others.

Daniel no longer needed to hold onto an adult and was able to walk independently around the school. He could use his voice and was able to spontaneously make verbal requests and choices.

Further to this Daniel was able to transfer his skills and undertake a weekly work experience placement at the local village shop where he helped to stock the shelves and tidy the store.

Daniel went on to achieve over 77 AQA accreditation awards. He was able to have a trip home and stay with his parents. He was able to tell us how he was feeling, communicating to us that he liked going to college and in the future that he wanted to live with other people.



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

Feedback from parents

"Daniel was finding life tough, a lot of self-injurious behaviour and confusion. It was a difficult time for us and Daniel.

We realised that the setting where he was previously, wasn't working for him. We went on a journey looking for an alternative placement. It was a very big decision we had to make as parents.

When we came to Hill House School we knew straight away that this would be the right place for Daniel.

We received excellent support, the team worked so closely with us to find a way to make visits work and Daniel became familiar with routines and with people.We love having him at Hill House School, he is like a different boy".

Tom's Story

Hill House School is a registered education provision for students aged 11-19, we offer 52-week residential provision for boys and girls with a diagnosis of Autism, severe learning difficulties and associated behaviours.

Before moving to Hill House

Tom had a diagnosis of autism, learning difficulties and ADHD. He had been excluded from his previous school due to the severe levels of challenging behaviour he was exhibiting towards others. These behaviours included physical aggression, making very loud vocalisations and throwing objects. Tom was living at home with no education input. He had been prescribed anti- anxiety medication and needed 2:1 support throughout the day.

Tom had poor communication skills with little use of sign language and did not have access to a communication aid. He used to point to what he wanted or take an adult to an item.

Tom displayed anxiety around food and he also needed a high level of support with all his daily tasks.

How Hill House supported Tom

The education, care and therapy team at Hill House worked together to support Tom in order to start his education day and to feel comfortable moving to a home with other young people. Tom needed a predictable routine and benefitted from having a visual timetable which helped him to understand what was going to happen next.

By implementing an individualised behaviour support plan everyone was able to support Tom in a consistent way. This included building lots of motivational activities into his day and offering choice at every opportunity.

Tom had support from our Speech and Language therapist and soon began to use PECS (Picture exchange system) to communicate some of his needs and wants. This gave him the confidence to communicate more independently and also supported his use of signing and speech.

Tom took part in regular Lego Therapy sessions where he was able to learn skills such as turn taking and collaborative working.

We supported Tom to join in at every opportunity; this helped him to develop his confidence, skills and abilities and provided him with a wealth of highly positive, memorable experiences.



The IMPACT of these strategies

Tom was able to attend school every day and had 100% attendance. He was able to spend time with others including taking part in large group activities.

Tom had 0 incidents of challenging behaviour for the 10 months before leaving Hill House, he no longer needed his anti – anxiety medication or 2:1 support.

Tom was able to be spontaneous with his communication. He was able to copy others and follow a process to complete a task, learning new skills all the time.

He was able to work in the on-site design and technology workshop using a range of tools and materials and later transfer these skills into a real-life work experience setting at a local workshop.

Tom was able to attend off site activities such as climbing club and Bushcraft where he learnt resilience, stamina and self – confidence; he was able to participate in weekly football coaching sessions and even visited the Houses of Parliament, taking the commuter train to London with a group of other young people.

The Hill House curriculum enabled Tom to meet his EHCP Outcomes and achieved over 160 AQA accreditation unit awards

Positive Outcomes

Tom moved to an adult home closer to home. The move was successful and he is happy and settled in his new home.

Tom was able to transfer his skills to also be able to access a day service working in a 'parks and recreation` programme. This is perfect for Tom as he loves to be busy and active, work outdoors and work through a range of tasks which he previously learnt during his time with us.

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Cambian

Hill House School

Outcomes 2026

OCR

- 2 x Numeracy - Entry Level 3
- 2 x Numeracy - Entry Level 2
- 14 x Numeracy - Entry Level 1
- 10 x Horticulture - Entry Level 3
- 2 x Personal Skills - Entry Level 1
- 2 x World of Work - Entry Level 1
- 5 x Communication - Entry Level 2
- 14 x Communication - Entry Level 1
- 1 x Home Management - Entry Level 2
- 12 x Home Management - Entry Level 1
- 2 x Environment and Community - Entry Level 1

AWARDS

- 30 x PEDALL
- 26 x Tile Barn
- 4 x Tile Barn Calshot
- 4 x Riding Therapy
- 14 x John Muir Award
- 1 x Duke Of Edinburgh - Silver
- 2 x Duke Of Edinburgh - Bronze



Working in Partnership with Parents and Local Authorities

Knowing how difficult it can be to entrust a child's care to someone else, we work closely in partnership with our young people's parents and local authorities.

For parents who are considering our residential schools for their child, we can put them in touch with other parents. We ensure our parents have all the insight and reassurance they need to help make this difficult decision.

We have a dedicated and experienced team of admission officers, who are available throughout the process to support parents and authorities. Admissions can take place at any time during the year.

Once a student referral is made, we provide a fast and free assessment response followed by regular updates.

What People Say About Our Services

On Communication

"All staff are approachable andhelpful. It is one of the strongest points. We always feel informed and would not hesitate to call about anything."

Parent

"I feel the school works very well with parents and myself to achieve the best outcome for the young person concerned. I receive weekly updates which provide good information on day to day issues."

Local Authority representative

On Teaching and Learning

"The teaching methods used are very appropriate to meet the child's needs. The staff are always very approachable and willing to take the time to discuss any areas of the child's development or social care."

Local Authority representative

"The school have been fantastic in dealing with my daughter's challenging behaviour, and in coming up with new, innovative ideas to help. These have been discussed with us at every stage."

Parent

One Planet Living



One Planet Living is a framework created by a company called Bioregional and developed together with WWF.

It comprises 10 principles that can be used by anyone to imagine, plan, do, and communicate about sustainability.

In September 2021, Hill House launched their One Planet Living action plan.

- Health & Happiness
- Equity & Local Economy
- Culture & Community
- Land & Nature
- Sustainable Water
- Local & Sustainable Food
- Travel & Transport
- Materials & Products
- Zero Waste
- Zero Carbon Energy

The key to its success is to make it easy to do the right thing and then to make small changes. Everyone can make a difference by making one change in their lives (#makeonechange)

To find out more about Hill House's contribution to One Planet Living visit **www.cambiangroup.com/one-planet-living**

OnePlanet.

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,
4th Floor, Parkview, 82 Oxford Road, Uxbridge UB8 1UX..

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

Key Policy Documents

Our policies are available for download at
www.cambiangroup.com/hill-house-school
or can be requested in print by contacting
Hill House School on **01590 672 147**

Assessment

To arrange a free assessment or to discuss a referral in confidence, please call us on
0161 507 3723

Cambian assessments are conducted free-of-charge by a team of dedicated assessors.

