Cambian Group

Cambian Autism Limited

Statement of Purpose

Hill House School

Rope Hill, Boldre, Lymington, Hampshire SO41 8NE

Tel: 01590 672147

DfE Registration Number: 850/6031 Ofsted Registration Number: SC066897

Hill House School

Matters included in this Statement of Purpose:

COVID-19 UPDATE

Hill House School operate in alignment with the latest Government COVID-19 guidance. As with the wider population, we work alongside the ongoing challenges of COVID-19 by carrying out risk assessments, following all the necessary hygiene protocols, maintaining social distancing wherever possible and keeping parents and carers fully informed of any issues that may impact us.

From the start of the Summer term 2021 our students returned to class and college-based learning. Our curriculum approach during this term will take into consideration the transition from home-based to class-based learning.

We will continue to provide a broad and balanced curriculum, a curriculum that allows our students to engage in rich and varied learning experiences. We will continue with the home-based learning timetable in the lower school which includes the core curriculum, Literacy, Numeracy, PSHE and PE. Alongside this the students in college will continue to study topics related to their OCR Life and Living Skills accreditation.

QUALITY AND PURPOSE OF CARE

1. A Statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.

Hill House School is part of the Caretech Group and is a 52-week residential school specialising in the care, education and therapy of up to 31 Students of both sexes between the ages of 11 and 19, described as having an autistic spectrum condition and a range of associated needs. Our Students will typically have associated severe learning difficulties and may display challenging behaviours. Our Students would normally have an Education, Health and Care Plan (EHCP). Their abilities, both academically and communicatively, will vary and may span a wide range. Hill House School maintains an ethos of individual learning through experience with the aim to support our Students to achieve independence and appropriate community access at their level. This approach will include fully integrated clinical and therapeutic support. Hill House has 28 residential placements and can offer the flexibility of a day placements for up to 3 local Students.

2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.

The aim of Hill House is to enable each and every one of our Students to achieve their personal best; however it is defined by them or for them. Everything we do is directed towards achieving this aim. Key objectives for our Students are the improvement of communicative skills, social skills including progress in self-management of behaviour, independence and life skills, to increase self-awareness of physical health and well-being. Through the use of Talking Mats, tablets and other communication aids, Students are consulted about different aspects of their care, from school food to off-site activities. We have a non-aversive, positive multi-disciplinary approach which is integrated across all settings. Staff and student wellbeing is a priority.

3. A description of the accommodation offered by the home, including—

(a) How accommodation has been adapted to the needs of children;

Students are accommodated in six living groups which vary from four to six Students maximum. To promote socialization young people may be educated in different groups at school. This enables Students to experience living with others and to develop relationships and tolerance of other people. Each living group has its own lounge and dining area. All bedrooms are single occupancy and have a range of bathing facilities in each area, including some en-suite bathrooms. The school is set in large grounds and educational and leisure facilities include the classrooms, therapeutic and sensory rooms, a design & technology room, an ICT suite, an art room, an assembly hall/gymnasium, an immersive film therapy room, a music room and The Hub – a playground with outdoor cardio equipment, swings and trampoline together with an adventure play track, an allotment garden and field. The accommodation and facilities at the school are spacious and provide a homely environment specifically designed to meet the needs of young people, for whom a shared living experience can frequently be a challenge. The environment is made safe for our Students in subtle but effective ways. The premises are accessible to all those who need to use them in keeping with the Equality Act 2010.

Bedrooms are furnished in consultation with Students and families wishes according to individual needs and tolerance levels. Parents are encouraged to add additional personal touches to the bedrooms by providing photos, toys and personal belongings. The school provides a uniform and additional clothing is provided by parents or staff may shop with Students to purchase items on the parents' behalf, should they so wish. Although the school encourages Students to respect their own and others property, possessions and belongings are kept at school at the owner's risk.

(b) The age range, number and sex of children for whom it is intended that accommodation is to be provided; and

Age range at Hill House is from 11yrs to 19yrs. It is a co-educational environment for up to 31 young people.

(c) The type of accommodation, including sleeping accommodation.

All Students have their own rooms with en-suite or shared bathroom adjacent. In the main house, all living accommodation is situated on the ground floor within 3 specified house areas and house bedrooms are on the 1st floor, grouped according to need.

A description of the location of the home.

Hill House School is located within the village of Boldre, in the New Forest. It is just a short drive from a range of local beaches and is situated within the wide acreage of the New Forest National Park. We are close to a main line railway station at Brockenhurst with regular trains nationwide. Bournemouth, Southampton and Winchester are all within easy reach. The school benefits from a rural setting with generous grounds and Students access the small village shop which is minutes away from the school campus. The area has been risk assessed as a suitable low risk location for a Children's Home.

4. The arrangements for supporting the cultural, linguistic and religious needs of children.

All our Students benefit from a highly individualized programme to meet their needs, offering flexibility and choice within appropriate amounts of structure. We recognise and respect each of our Students' dignity, privacy, diversity and independence needs. Customs, rituals, religions and cultures are recorded where the individual is not able to express themselves in order that staff can support the individual to engage in activities.

Each individual has a Master Care File which includes all information relating to the Placement Plan and has personalised learning and behaviour support programmes linked to the individual's Education, Health and Care Plan (EHCP) within which individual choice, community access and independence will be paramount. These aims are enabled by giving our young people time and opportunity to engage in social activities, sports, hobbies and other leisure interests both on and off-site. For the young people at Hill House School much of these will be of a sensory and therapeutic nature. We have high expectations geared to each individual and are committed to helping our young people to reach their full potential.

All elements of the Placement Plan (within the Individual Master Care File) are contributed to by staff and, where applicable, the young person, social worker and parents to enable everyone around the Student, including care, therapy and education teams, to work consistently with shared individual Education Plans, taking into account any cultural, linguistic and religious needs. These are reviewed internally on a termly basis at EHCP Outcome meetings to support progress towards EHCP agreed outcomes. As part of the ongoing placement review process, there are six-monthly reviews of the young person's progress, in which they are encouraged to participate and include their thoughts and feelings on the process. This opportunity for the Student's voice may often be carried out by our Speech & Language therapist prior to the review and shared in visual content. The reviews will be carried out in conjunction with authority representatives and parents/carers. Some Students are able to attend review meetings.

Our Students have access to 1:1 staffing during the school day and when high learning demands are placed upon them with reduced ratios to promote less dependence at more relaxed leisure times, when appropriate. Additional staff support is available to support challenging incidents should this be necessary or for community excursions. A waking night-staff team continues the support provided by day staff. Transport off-site is provided by mini buses and people carrier. The Students have access to local shops, the beautiful New Forest as well as the coast with larger city amenities to hand. For those Students for whom this is a challenge, opportunities for similar experiences will be set up on-site or within other safe facilities. The safety of our Students is paramount.

The company also has comprehensive quality assurance procedures in place to monitor and audit the service level of care provided at Hill House School. Staff across teams are closely involved in this regular audit process to ensure that accountability and full understanding of service needs are aligned. We have a strong ethos of risk assessment as a safe means of enabling the Students to undertake activities that will be of benefit to them that has been developed within the Group. Emergency procedures and fire precautions are clearly indicated throughout the buildings with 3 clear zonal evacuation procedures. There is a procedure in place for notification of significant events. Safeguarding is on every agenda.

Our Fire Precautions and Emergency Procedures are in line with the detailed Caretech policy. These procedures include fire safety training, fire evacuation drill, provision of fire extinguishers, fire notices, regular checking of fire doors, fire alarms and appliances and arrangements for reporting potential hazards. Hill House School has a Business Continuity Plan which covers action to be taken in the event of any emergency.

Before appointment, all staff members are required to give permission for checks to be carried out at an enhanced level by the Disclosure and Barring Service. This, together with rigorous safer recruitment and selection procedures, ensures that only those who are suitable to work with our very special young people are permitted to do so. Independent Persons from the NYAS service are appointed by the Caretech Group and assist in making sure all our Students are well cared for. All staff members receive training in 'Awareness of Abuse' and 'Prevent' as well as in bullying, anti- discrimination and the rights of the individual. Updates are annual and assigned to all staff via an e-learning system as well as through face-to-face safeguarding training; other workshops on this subject are held, which all staff attend. Regular care day training sessions are organised, supported with a range of trainers. The Education team also benefit from five dedicated Inset days throughout the school year.

5. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.

Caretech is committed to providing the highest quality service to Students, parents, local authorities, social services and health authorities. We believe that our Students have the right to comment upon the service provided for them, to be involved in decisions relating to that service and to make complaints where they consider the service is unsatisfactory, for whatever reasons. An 'individual friendly' version of the complaints procedure has been designed in order to make it accessible to all Students and 'How to Complain' information is publicly displayed in a format which is accessible to the Students in our care as well as to our visitors. If a person acting on behalf of an individual wishes to raise an issue they will be invited to discuss it with the Manager or Deputy. If following this discussion, the individual's representative remains dissatisfied with the outcome, the individual's social worker will be invited to visit.

The individual and their representative can at any time contact OFSTED to raise a complaint.

Ofsted
National Business Unit, 3rd Floor
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

Tel: 0300 1231232

Email: enquiries@ofsted.gov.uk

All complaints are recorded in the Complaints File, which is reviewed by the manager and the Regulation 44 monitoring procedure. Our aim is to be able to deal with any complaints in an informal manner within 3 days to seek a swift resolution. In the event that this is not possible and the complainant wishes to take the formal route, we ensure this is acknowledged, investigated and addressed within an agreed timescale as detailed within our complaints policy and procedures. All staff are trained in this policy and copies are available to parents/carers, authorities and staff and to Students in a simplified format. Posters are displayed on notice boards and leaflets are available for Students and staff on which complaints can be recorded for the attention of our Group Directors. An independent Advocacy Service is available to all young people via NYAS. This is promoted to all young people.

6. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.

Via the Hill House website link - http://www.cambiangroup.com/Hill-House-School

Alternatively to call 01590 672147 and request a written version to be posted.

VIEWS, WISHES AND FEELINGS:

7. A description of the home's policy and approach to consulting children about the quality of their care.

The aim of Hill House is to enable each and every one of our Students to achieve their personal best; however it is defined by them or for them. Everything we do is directed towards achieving this aim. Key objectives for our Students are the improvement of communicative skills, social skills including progress in self-management of behaviour, independence and life skills, to increase self-awareness of physical health and well-being. Through the use of Talking Mats, tablets and other communication aids such as SMARTBOX, Students are consulted about different aspects of their care, from school food to off-site activities. We have a non-aversive, positive multi-disciplinary approach which is integrated across all settings.

We also want our young people to have a voice within the school and we give opportunities for regular feedback through consultation and a range of issues to be discussed through regular student council meetings with the support of augmentative communication systems and advocacy from familiar staff members. Our young people are encouraged to use an independent advocacy service. We also carry out student votes throughout the year on a range of topics. Students are made aware of and supported to use a robust student complaint system. Not all of our students may understand the differences between requests, complaints and other communications. It is vital they have access to a range of means by which to communicate their views and thoughts. Our Speech and Language therapist ensures staff are familiar with individual's preferences and styles of communication.

A description of the home's policy and approach in relation to:

(a) Anti-discriminatory practice in respect of children and their families; and

We believe that children with additional needs should share the same rights as all members of society, where these are appropriate and in their best interests.

Within the statutory framework provided by current legislation and regulations, staff of Caretech Group work to protect and promote for all people with special needs the right:

- to live full and independent lives to the maximum of their potential to a full, accurate and unbiased assessment of their special needs
- to a range of education, care, health and other associated support services required to meet all their needs
- to be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- to appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- to safe, attractive and comfortable living accommodation with privacy to adequate food, clothing, space and other necessities of life
- to the equipment, assistance and support services needed to enable them to live with dignity
- to the degree of freedom of movement which is consistent with their health, safety and well-being to participate in and benefit from cultural, entertainment, recreational and sporting activities where possible, to use facilities and services in the community
- to develop relationships without exploitation or coercion to the full protection of the law
- to be protected from all forms of abuse and from the fear or threat of abuse
- of access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being
- to supportive intervention to promote positive behaviour and to protect them from harm
- of access to suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- to financial support sufficient to maintain their quality of life
- to have links with home and family promoted and maintained to positive recognition of cultural and religious diversity.

(b) Children's rights.

In light of our strongly held belief in these rights of the Children and young People in our care, we undertake the duty to promote them through the provision we make for our Children and young People.

EDUCATION:

8. Details of provision to support children with special educational needs.

Each Student has an Individual Education Plan (IEP) which is linked to their Education, Health and Care Plan (EHCP) and is drawn up with staff across care, education and therapeutic settings to encourage consistency and enable small steps of progress. Outcomes are regularly reviewed by staff on an ongoing basis, with a formal internal review with all involved parties on a termly basis during the EHCP Outcomes meetings. Hill House has access to a diverse multi-disciplinary clinical team both on and off site.

Our clinical team works alongside and in partnership with the whole staff teams of care and education, providing training and support to ensure that the whole school environment is effective in meeting the therapeutic needs of the Students. We aim to ensure that all areas of need and objectives from the individual's EHCP are well provided for.

Clinicians contribute to a student's IEP targets and will set and review clinical intervention targets that are based on assessment of a student's skills and functional needs.

9. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.

In order for students to achieve, we offer a structured, broad, balanced waking day curriculum within a calm, consistent and purposeful environment. The Hill House curriculum incorporates the National Curriculum frameworks. Individual subjects are adapted to take account of the needs and starting points of our learners and tasks and activities are differentiated to enable all to make rapid progress. Throughout the age range, academic subjects are taught and are also used as a vehicle to teach a range of social and independent skills. There is a particular emphasis on vocational life skills and work related learning in the sixth form. Students have access to a number of specialist classrooms which include; DT workshop, Art room and ICT Suite. Our young people also have the option of completing AQA awards in leisure time in the home environment. This is key to our extended curriculum offer.

Spiritual, Moral, Social and Cultural Education as well as Sex and Relationship Education are taught as part of the curriculum. Multi faith and cultural festivals are celebrated throughout the year. Citizenship and British values are promoted by providing our young people with opportunities to feel part of a community and to have a voice.

At Hill House we offer a distinct sixth form curriculum for our older students. This provides a progression from the lower school into a more grown up environment where students are supported to develop their independence and vocational skills even further. The sixth form is tailored to ensure that each student is given a suitable preparation for adulthood and life beyond Hill House School.

Throughout the education week students travel through three main pathways: Core Academic / Life Skills, Careers and Work Related Learning / Community.

Students work in small groups and are supported to transition to different locations to take part in structured activities. These include spending time in two college bases, working in our sixth form common room and spending time in a variety of work-based learning environments in the community. Working within smaller groups enables students to practice their independence and allows tutors to plan and deliver a more individualised study programme.

The National Careers Strategy is the government's plan for raising the quality of careers provision. At Hill House we are working with Talentino, a Matrix accredited external career development company affiliated to the professional body `The Career Development Institute` and specialising in the career development of young people with SEND. Our education staff at Hill House have been trained by Talentino to deliver the careers programme – `*Careers at **Every** Level* `– which includes classroom / college based career coaching, work experience, employer engagement, employability skills development and business enterprise

All students at Hill House have the opportunity to develop their skills, knowledge and understanding through access to our careers programme. There are many benefits and there are a range of potential career outcomes for our students including; improving work related skills for supported living, supported volunteering and the possibility of supported employment in some cases

The teaching of careers enables our students to understand, experience and interact with the world of work. The curriculum offers opportunities to learn about rights and responsibilities and working together as well as

exploring a variety of jobs and tasks on site at Hill House. We teach our students about how to get ready for work and the tools that might be needed in order to complete a task

The curriculum also offers a variety of options for work experience in the wider community with links to local businesses and projects. The curriculum also offers opportunities for students to be involved in mini-enterprise projects at the school. We offer an annual careers week where all students at the school have the opportunity to learn about and experience the world of work. Local companies and organisations visit the school to run workshops and students also have the chance the visit groups out in the community.

Careers education and awareness is also promoted through individually planned work experience. This takes into consideration personal preference and strengths and is often planned as a result of direct consultation with a student. Work experience is planned either on or off site but with the aim for all students to experience some kind of off - site work experience at some point during their time at Hill House School. We also have a link with our local sixth form college and students from Hill House have the opportunity to work at their Skills Centre where they can learn skills in marine engineering, brick laying and plumbing, carpentry and upholstery.

The careers curriculum includes opportunities for students to respect values and opinions of others, use their investigative skills, work together collaboratively and learn how to stay healthy. Students have the opportunity to contribute their ideas and to make choices. Students learn through practical experiences about what is right and wrong and learn to develop respect for others. Hill House also works to ensure that students develop a knowledge and respect for public institutions and services in England. Within the careers curriculum students have the opportunity to visit a range of public institutions such as police, fire stations and courts of law to further develop their knowledge.

The Students are consulted on a regular basis on a range of subjects. A variety of methods are used including visual symbol based questionnaires and talking mats. Regular student council meetings provide the students with opportunities to vote on whole school issues and a student request system enables students to have their say at any time.

Students are assessed using the "Hill House School Curriculum" framework composed of "I can" statements which capture the broken down and measurable steps of progress which contribute to the overall attainment for a student. Progress is analyzed termly in order to inform future planning, assess effectiveness of current methodology and to action interventions in a timely manner. Reports are sent to parents and authorities on progress achieved.

Although the "Hill House School Curriculum" framework is undergoing constant development ensuring that the targets are tailored to more closely match the needs of our students. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. All students at Hill House School have been assessed in core subjects (English, Math's, Computing, PSHE and PE) using the "Hill House School Curriculum" assessment model.

Non – core delivery continues to be enhanced by the embedding of new "Thematic" approaches to learning which have covered the Arts, Music and Humanities. Over the course of the year students in KS3/4 study three thematic units incorporating all these subjects under one theme. This enables the students to gain a greater understanding and make links across a range of subjects whilst at the same time still working towards individual targets in each subject area. The Thematic Units support our curriculum intent to provide highly positive, memorable experiences and rich opportunities for high quality learning. This approach is also supported by the wide range of visits to local institutions and places of worship, trips and co-curricular activities that form part of the curriculum and support the delivery and experience of these subjects.

All Students at Hill House have the opportunity to work towards a form of accreditation from AQA (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. Students work to achieve units alongside curriculum topics, gaining awards in academic subjects as well as achieving accreditation for learning

a life skill. We continue to strive to ensure that in the sixth form the students have access to a curriculum that enables them to achieve more and more of these external accreditations with an increasing focus on vocational and work related learning. Sixth form students have the opportunity to work towards OCR `Life and Living Skills` awards and some students also work towards Entry level awards.

Through the Hill House curriculum, learning continues out of 'taught time'. The Care Activity planners ensure there is a global approach to learning and that there are links across both the education and care setting. This extended curriculum allows for the generalization and consolidation of skills.

Throughout the Covid Pandemic, Students have been learning in home-based Learning Bubbles with an allocated Education team to each home. This has enabled us to ensure greater continuity of education, care and therapeutic input as possible at this time.

10. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

N/A

ENJOYMENT AND ACHIEVEMENT:

11. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

A broad range of opportunities for Students to enjoy and achieve is facilitated by a blend of on-site and off- site activities. These can range from on-site visits from the Orchestra of St John, Zoo Lab and the local Fish and Chip van to accessing Bushcraft sessions offsite, visiting the theatre in Southampton, Calshot Activity Centre for wall climbing club to regular visits to the local library and village shop. Students are encouraged to vote for group trips within their 'Student council meeting'. Access to the community is seen as an important part of our Students' development and, to this end, trips to support learning are scheduled several times a week. For many of our Students this is a big step forward. All excursions are risk assessed and carefully planned to meet our young peoples' individual needs. Regular Yoga, Rhythm & Dance and Food Explorer Clubs take place as part of the Wellbeing initiative at Hill House.

The care and welfare of our young people is very important to us so we have developed an extensive school-based clinical team to support their complex needs. The full-time speech and language therapist, occupational therapist and assistant psychologist work through a multi-disciplinary approach with our education and residential staff team to ensure a cohesive service delivery. Clinical Psychologist, Consultant Adolescent & Child Psychiatrist and specialist Community Paediatrician enhance this with additional expertise. A dedicated Health Care Manager and Assistant oversee all healthcare needs and medication management, working closely together with our Wellbeing Lead. All therapeutic staff have clinical supervision appropriate to their specialism. Music lessons, music therapy and a range of therapeutic sessions add a further dimension for those that will benefit. Our Behaviour Support Team work closely with all staff to ensure staff and Students receive debriefs and support when needed and take opportunities to learn from any incidents. Hill House School is situated on the edge of the New Forest National Park and the coastal town of Lymington. The education and residential accommodation are contained within one enclosed campus.

HEALTH:

12. Details of any healthcare or therapy provided, including:

(a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and

(b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

Having such a range of therapies available, delivered by experienced practitioners who work as a team, is of great benefit in supporting our Students reach their full potential. All clinical staff receive supervision in accordance with the requirements of their professional body. All Students placed at Hill House will have an annual medical review with our Consultant Paediatrician and will be registered with a local General Practitioner in Lymington. The General Practitioner as well as seeing Students in the surgery, also visits the school on a needs led basis. Students will also be registered with a local dentist and if appropriate, an optician. Health care and medical needs are identified and are recorded in the Students' care plan and health record.

The general health needs of each individual are monitored by the Health Care Manager. Staff encourage and support Students to maintain good personal hygiene at all times. They are encouraged to bathe daily and Students have access to a range of toiletries to meet their needs. Staff support Students with personal care as appropriate and toileting and sleep hygiene programmes are developed by the Occupational Therapist and Health Care Manager to support Students to gain greater independence.

Storage of Medication

All medicines are kept in a locked room and are locked into a medical cabinet. Non-prescribed drugs are given in accordance with the instructions provided. Senior care staff are fully trained in the safe administration of medication. Staff undertake a comprehensive training module together with competency assessment by the Health Care Manager.

The Therapy team is integrated with all elements of the school and on-site, consists of a Speech and Language Therapist, an Occupational Therapist, Assistant Psychologist, 2 days per week on-site Clinical Psychologist, regular weekly clinic with Consultant Psychiatrist on site. At all times there is access on and off-site to the Group's broader multi-disciplinary clinical team. We also have a Behaviour Support Manager and Assistant, who liaise with care and therapy staff to ensure all staff are supported to learn from incidents and contribute to behaviour support plans and support strategies. We have a Wellbeing Lead who works alongside the team to ensure individual broader needs are catered for and the necessary resources and support are in place to support Wellbeing.

The senior team meet every Monday for a Weekly Risk Assessment meeting to review all students' presentations from the previous week and to plan risk management and arrange proactive strategies where needed. Hill House also holds termly multi-disciplinary meetings to monitor and review progress of EHCP targets. Progress is also monitored through the Annual Review process, and the CLA reviews. A weekly High Priority Group clinic is available to provide regular monitoring and review of higher acuity cases. This comprises of the Registered Manager, Clinical Psychologist, Health Care Manager, care and education and multi-disciplinary team staff. This ensures all input is reviewed and monitored with the focus on the best quality of life and positive education outcomes for the young person involved.

A full list of clinical staff qualifications is available upon request. All clinical staff are listed on the Single Central Register alongside all other staff at the school.

POSITIVE RELATIONSHIPS:

13. The arrangements for promoting contact between children and their families and friends.

The team at Hill House work in partnership with parents and carers and promote regular contact through on-site and off-site visits which will be supported according to need. The use of regular weekly reports ensures parents and carers are fully aware of up to date news and able to refer to this during regular telephone or skype contact as arranged. All Students send postcards to parents, often in symbol and picture form, and parents are invited to share key events such as carol service, sports day and birthday parties etc. Social workers are also included in all communication and updates to ensure all progress and challenges can be shared and managed with a transparent and supportive approach.

PROTECTION OF CHILDREN:

14. A description of the home's approach to the monitoring and surveillance of children.

Students' use of electronic devises in education is filtered and monitored using an industry recognised system. The School operates video/audio monitoring devices for the purpose of medical observation in exceptional circumstances upon the advice and review of appropriate professionals and as agreed with parents and/or social workers as appropriate. There is a CCTV camera on the rear gate to the school premises, registered with the ICO.

15. Details of the home's approach to behavioural support, including information about:

(a) The home's approach to restraint in relation to children; Following statutory guidance on Keeping Children Safe in Education from the Department of Education. It is for front line skilled professionals to use their knowledge and judgement to safeguard and promote the welfare of children in their care, focusing on priorities and being clear about their individual responsibilities and thus we have sought to clarify for the team at Hill House the position with regard to the giving reassurance and b) restraint which use and recording of a) supportive physical intervention which is seeks to restrict an individual. In every case we must ensure that we comply with the Children's Homes (England) Regulations 2015, Regulation 20 "Restraint and Deprivation of Liberty - which requires that restraint must only be used for the purpose of:

- Preventing injury to any person, including the child;
- Preventing serious damage to the property of any person including the child.

Definition of Restraint: Restrictive Intervention is any method which restricts the individual's liberty for example by environmental means, physical means, including mechanical means, holding and physical restraint.

(b) How persons working in the home are trained in restraint and how their competence is assessed.

Our client group includes those who often exist in highly anxious states and find communication difficult. This can lead to some Students exhibiting extreme behaviours, which are often physically challenging. We have a strong ethos of positive intervention and a detailed policy on the use of physical management.

Sanctions and punishment are not considered appropriate for our young people, however we will teach natural tolerance and promote the ability to understand. All incidents involving Students and any physical support used are analysed with debriefing and detailed reporting to parents/carers and authorities, where appropriate. Each individual has an agreed Behaviour Support Plan and Individual Risk Assessment. All staff are trained in pro-active strategies as well as reactive, as a last resort, to support Students. This training is regularly updated. Understanding the functions of our young peoples' behaviour and how ASD Students view the world is essential when supporting Students with behaviours which may challenge. Through the provision of a secure and predictable environment, in which all staff follow a consistent approach to behaviour management, Students are encouraged to develop strategies for self-management and coping with change. Through positive intervention

all Students have the opportunity to demonstrate and celebrate achievement and develop enhanced self-esteem.

Always working towards a restraint-free environment, the school's non-aversive behavioural approach is the MAPA approach from the Crisis Prevention Institute (CPI). The aim is always to encourage positive behaviour through an analysis of why our Students behave in the way they do. We believe that all behaviour has a specific function to the individual and through the replacement of unwanted behaviours with a more appropriate alternative we encourage more appropriate behaviour. The School's Multi-Disciplinary Team work closely together to this end, providing a truly holistic approach.

All relevant staff have undergone MAPA training at the appropriate level which has been designed to enhance understanding and management of disruptive, aggressive and/or violent behaviour. This approach aims to ensure that everyone involved in crisis situations which include disruptive, challenging or violent behaviour can maintain the care, welfare, safety and security of all involved. The MAPA programme aims to ensure that the necessary foundation skills will reduce the likelihood of risky or dangerous behaviour occurring in the first place, as well as to manage such behaviour when it does occur, using a range of MAPA physical interventions that aim to minimise risk without damaging the professional and supportive relationships between Students. External trainers from the Crisis Prevention Institute have delivered training and assessed all staff undergoing training. Additional training is given to individual teams at Levels 3 and 4, relating directly to the young peoples' needs within their individual residential unit. Annual refresher training will be given to all MAPA practitioners. In addition, consultancy can be offered to the school to meet exceptional individual needs.

Using the Sleuth Behaviour Tracking programme we are able to see any trends within behaviours and use this information to inform decisions about our approach. The whole school team has an open and transparent approach whereby they can nominate colleagues for a Monthly 'Recognition of Good Practice' award to highlight particularly good and outstanding practice. Similarly any concerns about practice are encouraged to be shared and learned from in order for us to benefit from a reflective approach. A learning culture for all is nurtured and valued.

LEADERSHIP AND MANAGEMENT:

16. The name and work address of:

(a) The registered provider: 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**, Managing Director Education, Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG. The telephone number on which the representative of the proprietor may be contacted is **07701314378**.

(b) The responsible individual: Katherine Landells

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

Tel: 01590 672147

(c) The registered manager: Position Vacant [New Registered Manager recruited and joining on 1 September 2021, Care Manager Julie Knapp (acting) until 1 September 2021]

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

Tel: 01590 672147

17. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

Residential staff all have experience of learning disability/ Autistic Spectrum Disorder. Staff are expected to be qualified to NVQ level 3, QCF or RQF diploma and if on joining Hill House School they have yet to achieve this, upon successful completion of probation, they are enrolled onto the programme and supported by our on-site Assessor. Senior Care Managers are enrolled onto the Level 5 qualification.

Education staff are experienced and trained in special educational needs.

The health and therapy team are all experienced and qualified practitioners.

A full list of qualifications is available for inspection.

18. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staffs that provide education or health care.

Hill House School is managed by the Cambian Group as a part of Caretech. A strength of the Cambian Group is the training provided by the company. Every member of staff, prior to commencing work, completes an initial two-week induction which includes time set aside for observation of working practice. All staff teams, including care, teaching and therapists, receive regular supervision in line with policy and as per the requirements of their specific roles. Hill House School encourages on-going professional development and QCF accreditation for staff. All staff members receive regular updates on key training programmes e.g. child and adult safeguarding, through both face to face and online training modules. When staff members initially start employment they are on a 6 month probationary period and following their success they then continue to receive regular supervision and appraisal. There are 6 training days each year for each care team utilising both internal and external training opportunities. Full staff training records are available from the school office.

Hill House School employs approximately 140 people, including the Senior Management Team consisting of the Principal, Vice Principal & Head of Education, Deputy Head,, Registered Manager, Health Care Manager and Assistant, Site Manager and Business Finance Manager, 5.5 teachers, 1 Senior Teaching Assistant and 11 Teaching Assistants, Consultant Psychiatrist, Clinical Psychologist, Assistant Psychologist (BSc Psychology), 1 Senior Speech and Language Therapist (BSc Hons Speech & Language Therapy) and Occupational Therapist (BSc Hons Occupational Therapy) and Wellbeing Lead. Residential staff comprises a Registered Manager (QCF 5) and two Care Managers (NVQ III and V) and six Team Managers. Each of these Managers oversees a residential home with allocated staff. Each unit has 2 Assistant Team Managers. In addition we have a Team Manager and Assistant with specific responsibility for Behaviour Management support and who is available to all staff to support with analyzing, recording and reflecting after any challenging situations in order that an ethos of positive reflective practice is promoted. The 2 night teams are each led by a Team Manager and Assistant Team Manager. Additional staff include an ICT Technician, Administration Manager and 2 Administrators, Qualifications and Credits Framework assessor/verifier and a core team of two cooks, 9 domestic assistants and 5 maintenance staff.

19. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

Staff working at Hill House are of a balanced gender mix. All staff are trained and supported to present as positive role models. Staff are blended in teams across residential and education settings, with female staff leading on supporting all female Students with personal care.

CARE PLANNING:

20. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

The majority of Students are referred and placed by their Local Education Authorities, often supported by Social Services and sometimes Health Services. Some Students are privately funded. In addition, Hill House School offers day placements for local Students. All Students are placed subject to a comprehensive initial assessment period of twelve weeks. The admission of the new individual can be a difficult time and we aim to make the transition as smooth as possible. During the referral process, consideration is given to how they will adapt to the new environment and how the service can meet the needs of the individual. In addition, the needs of the young people already at Hill House will be considered, to ensure that the impact any admission on the existing group of young people may have has been fully considered.

Prospective Students are assessed initially in their own setting by senior staff and the multi-disciplinary team, with psychiatric input as necessary. All Students will be assessed by the Registered Manager and information gathered is added to that received from Local Authorities or other placing bodies.

All Students have a level of learning difficulty which renders them unable to function in a mainstream or state special school setting. Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Admissions Team or Kate Landells, and can be made by parents, local authorities, social services departments or health authorities. Visits from prospective parents and representatives of placing authorities are always welcome at any time. Students are admitted following a thorough assessment by a member of the Senior Management Team and colleagues and there is a detailed admissions policy that can be viewed at the request of the referring person outlining the process.

Further Information

Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Admissions Team or the Principal, Kate Landells, and can be made by parents, local authorities, social services departments or health authorities. Visits from prospective parents and representatives of placing authorities are always welcome at any time. Children are admitted following a thorough assessment by members of the Senior Management Team and there is a detailed admissions policy that can be viewed at the request of the referring person outlining the process.

Admissions line: 0800 288 9779

Hill House School is happy to provide any of the above mentioned policies, an organization chart and a school prospectus to parents and other stakeholders upon request.

Additional Contact Details

The Children's Commissioner for England: The Office of the Children's Commissioner Sanctuary Buildings

20 Great Smith Street London

SW1P 3BT

Tel: 0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk

Child Protection Services:

NSPCC child protection helpline

Tel: 0808 800 5000 (adults)

Childline

Tel: 0800 1111

Document compiled using the following information where appropriate: Children's Homes Regulations including the quality standards - April 2015

Deprivation of Liberty " Guidance for Providers of Children's Homes and Residential Special Schools - 2014 Special Education Needs and Disability Code of Practice: 0 to 25 Years " 2015

Caretech Group Policies and Procedures