



School Self Evaluation
Cambian Hill House School
September 2022

DfE number:	URN:
850/6031	116565



School address:	Proprietor address:
Hill House School Rope Hill Boldre Lymington Hampshire SO41 8NE	Leighton House, 33-37 Darkes Ln, Potters Bar EN6 1BB
Tel: 01590 672147	Tel: 0800 1381418

School capacity	Currently on roll	Age range
31	29	11-19yrs

Context of the School:

Hill House School opened in September 1992 and provides education and care for young people with severe learning difficulties and challenging behaviour. The majority of young people are on the Autism Spectrum Condition (ASC) and present with severe learning difficulties. The school provides for up to 28 residential placements and up to 3-day placements for young people aged 11-19 years, on a 52-week basis.

The school is also a registered children's home

Hill House is situated in the heart of the New Forest in Hampshire with easy access to the forest, local beaches, towns and two major cities

Hill House has high expectations for young people's behaviour and achievement. The staff team work successfully in supporting the young people to develop personally and academically, enabling them to take their place as independent, active citizens.

Hill House offers a high-quality curriculum which enables the young people to build their knowledge in many subjects. The planned curriculum incorporates the young people's education, health and care (EHC) plans providing opportunities for them to achieve their own personal EHC outcomes. The curriculum is enriched through the provision of a rich and varied range of experiences, on and off site, in order to prepare the young people for the next stage of their education or employment.

Spiritual, moral, social and cultural development, including the promotion of fundamental British values, is developed through a wide range of activities including trips to the Houses of Parliament, democratic voting opportunities, and reflection on historic events of national importance e.g. the Queen's Platinum Jubilee.

Leaders and staff use highly effective assessment procedures to identify the stage the young person is working at so that future learning is planned to meet their needs. Staff from education, care and therapy work seamlessly to ensure young people make strong progress from when they start at the school.

Leaders and managers follow robust processes of self-evaluation and external monitoring through regular governance meetings and the school's own Professional Learning Community (PLC) who provide a balance of high support and high challenge. This, together with robust and regular training and development of the workforce, as well as professional curiosity, enables Hill House to self-reflect and move forward.

Leaders have created a highly effective safeguarding culture and Hill House works hard to provide an open culture, which actively promotes all young people's welfare.

Leaders have established positive partnerships with a range of other provisions, such as Southampton University and Priors Court, offering opportunities for collaborative work and the sharing of expertise. These links enable Hill House to continue to move forward and to develop outstanding practice.

Leaders and managers know the school well. They have a clear vision of how they want the school to develop, and are ambitious at wanting to achieve this aim. Leaders and managers have created a culture of high expectations and aspirations within which young people achieve well. They are proud that they have created a collaborative approach to developing the school, involving young people, staff, parents and stakeholders.

Hill House is a `One Planet Living` and Eco Schools site which reflects the improvements all stakeholders have achieved in taking actions to look after the planet and sustainability.

Previous inspection judgements:

Overall effectiveness	Outstanding
Leadership and management	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Sixth form provision	Outstanding

Headline statements from previous inspection findings:

- Pupils lives are transformed by attending this school
- Leader's high ambitions drive every element of the school's work
- Staff focus constantly on preparing pupils for adulthood. As a result, pupils' personal, social and communication skills develop significantly. This supports pupils to move on towards successful future lives
- Carefully planned routines settle pupils quickly into the school. This helps them to access meaningful learning
- Pupils engage enthusiastically with the rich range of life experiences that leaders open up for them, both in and out of school. These enable pupils to practise vital skills such as communication and co operation
- In the school café, pupils queue up patiently, make healthy choices for lunch and enjoy eating lunch alongside the adults who care for them. This is just one example of how pupils learn to manage their behaviours and interactions with others
- Hill House is a safe and caring place to be
- Leaders and staff understand pupils' complex needs extremely well
- Education, care and therapy staff work seamlessly together. Their thoughtful work keeps pupils' wishes, views and needs constantly in mind. Consequently, pupils thrive
- Over time, leaders have sustained high standards of education and care at Hill House
- The team strive to provide for pupil's specific needs, seizing every opportunity for pupils to develop
- Learning is an integral part of everything that happens, so that pupils gain maximum benefit from being at the school
- The curriculum supports pupils extremely well. It helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives. Leaders have thought very carefully about how to do this in an accessible and ambitious way
- Learning enables pupils to achieve goals well beyond those in their education, health and care plans
- Leaders' work to support pupils' behavioural development begins long before they join the school...over time, pupils become increasingly effective at managing their own emotions
- Language and communication are at the heart of the school's curriculum
- The sixth form provides a highly effective transition for pupils as they move from the lower school towards leaving the school
- Leaders have a deep understanding of pupil's potential vulnerabilities and take their responsibility to keep pupils safe extremely seriously

Quality of Education

Judgement:

Outstanding

Evidence that supports this judgement:

“The curriculum supports students extremely well, it helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives.” OFSTED JANUARY 2020

Curriculum Intent, Implementation and Impact

- At Hill House School we have 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. We offer our students a broad and balanced curriculum so that they 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
- It is designed so that students will be able to follow a wide range of subjects in Key Stage 3 & 4 (including the full range of National Curriculum subjects)
- Our curriculum offers a holistic approach where learning takes place across the waking day
- In the sixth form we offer a distinct curriculum for our older students and this provides 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

Intent/ Aims of the Curriculum

- We want our students to become confident, independent learners that encounter, engage and explore and develop a range of skills towards independence to best equip them to be able to live in modern Britain
- Our curriculum supports students to communicate their needs, make choices, make decisions and choose options that other people act on and respect
- The Hill House curriculum increases learners’ awareness, understanding and respect of their environment and of the world
- The Hill House curriculum promotes self-esteem and self-advocacy through the use of a range of systems of supported advocacy and enables students to develop an awareness of self and sensitivity to others
- The Hill House curriculum celebrates and shares success and achievement
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables students to make the small steps of progress in order to realise their **EHCP outcomes**
- It provides our students with memorable and enjoyable learning experiences
- It promotes our students’ knowledge and understanding of **British Values and promotes the spiritual, moral, social, cultural, mental and physical development** of our students
- It is a curriculum that supports our students to have **access to the community and engagement in society**
- Our curriculum supports our students to make progress through the key stages and then to access sixth form programmes of study. This enables them to develop the skills and knowledge which will support them to live more independently, access further opportunities and, where appropriate, formal courses of study post -19.

Implementation

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The sixth form curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE continue to have dedicated time in the college timetable. The college also provides students with an opportunity to develop their Life and Living Skills, an understanding of the world of work and work - related learning, all preparation for next steps into adulthood
- The individual subjects are adapted to take into account the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the previous P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are engaged with
- Students are set targets broadly in line with the historic progression guidance and students are expected to make the equivalent to a **level of progress** across the school year in the **core subjects**
- For a curriculum to be coherent and follow a logical progression, attention needs to be paid to the order in which knowledge - in whatever form that might take - should be introduced and revisited. The Hill House curriculum is designed to meet the learning needs of our students and supports them to develop the key skills and knowledge necessary for them to enjoy and achieve. It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to take into account the role of memory when helping our students to build the cognitive architecture required to access the whole curriculum effectively.
- As working memory is limited, we sequence our curriculum to reduce that load by drawing on prior knowledge and logically sequencing episodes of learning so that they accumulate small steps of progress thereby securing understanding at one stage before moving on to the next. Through this, they are able to achieve the high expectations and intent of our curriculum as a whole.
- The curriculum in Key Stage 3 and 4 allows our students to experience and enjoy teaching and learning across a range of national curriculum subjects and, in turn, these subjects provide meaningful scaffolds or hooks on which to peg further learning. When sequencing that learning, we judiciously select the knowledge most likely to support and connect to new learning so that we do not unintentionally hinder their understanding.
- This sequencing is more than just the ordering of the curriculum’s component parts, we see it as a narrative or journey; it tells the story of and celebrates the individual subjects, offering exciting learning experiences, opening minds, and developing new interests, all the time supporting our students to make those small steps of progress in line with our curriculum intent.
- The cumulative impact of the range of subjects studied and how these learning experiences contribute to the students’ development is subtle. It is a process that involves foreshadowing, reference, embellishment, echoes, and evolution – a continuous ebbing and flowing between the simple and the esoteric, rather than a mere layering of one building block on top of the other.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and moderation
- Accreditation - we offer our students external accreditations; AQA unit awards at entry and Pre-entry Level and in the sixth form students access the OCR Life and Living skills award
- Our sixth form students are given opportunities to experience the world of work and work - related learning both on and off the school campus
- Teachers have expert knowledge and generate high levels of participation to ensure lessons are fun and interesting
- Teachers systematically check the understanding of our complex young people who may need differentiated support
- The autism specific environment allows young people to learn to their full potential. Teachers use well-judged and imaginative teaching strategies that, together with sharply focussed and timely support and intervention, match individual needs accurately

- Hill House work with a number of external providers who help to complement and extend our curriculum. These include a local sculpture park and arts centre, Southampton Football Club coaching sessions and Hampshire Outdoors who run a `Rewilding the Mind` programme for some of our young people
- Young people also engage in a range of extra-curricular activities
- There are three main data collection points throughout the year
- Teachers use real time and effective formative assessment and provide feedback to students, involving them in their next steps of progress
- There is half termly teacher supervision using a growth model in which teachers and TA's are encouraged to reflect upon their practice and look to develop as professionals. At the heart of these supervisions are discussions around young people's well-being and progress towards both their EHCP outcomes and their individual curriculum targets
- Our curriculum is underpinned by Positive Behaviour Approaches and celebrates the progress made by the students on their learning journeys. Our curriculum approach takes into consideration the needs of the whole student and is delivered with the support of our Multi-Disciplinary Team and incorporates a wide range of Sensory, Communication, Personal, Emotional and Social strategies which are all built into the learning
- We **implement** our literacy curriculum through dedicated timetabled lessons throughout the week delivered by our English Specialist Teacher, these lessons are also supplemented by a dedicated reading session which takes place weekly in the school's library. Baseline assessments take place for all students in relation to their understanding of and abilities with phonics. The students are also set termly Phonics targets as part of their IEP and these targets are reviewed at the end of each term and the progress celebrated in the student's learning journeys
- All students have a reading profile outlining their relative strengths and barriers to literacy

Impact

- The Impact of our curriculum approach can be measured in increased access to education for our students according to each individual starting point as evidenced in individual learning journeys.
- Increased access to the community and participation in co-curricular activities as evidenced in individual learning journeys
- The students meeting and exceeding their EHCP Outcomes and IEP targets as formally reviewed on a termly basis
- Our Yearly and Termly progress data where students consistently meet or exceed IEP targets
- Our students are able to discover and explore new interests
- Our students are equipped with the appropriate knowledge and skills to be able to take the next steps beyond Hill House School and into a range of adult settings where they can continue to develop their independence
- We have happy students who have enjoyed their learning journeys and challenges
- Our students develop their communication skills – building on their self-esteem, confidence and a range of Positive Mental Health Outcomes
- Young people are making rapid and sustained progress in many areas of learning over time given their starting points and capabilities. They develop a wide range of skills commensurate with their complex profiles
- Individual case studies and learning journeys demonstrate outstanding progress and outcomes for young people.

Progress and Attainment of IEP Targets 2021/2022

Above Expected Progress

Expected Progress

Below Expected Progress

Total Students (24)	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning - Literacy and Numeracy, PSHE/RSE)	100%	58% (14)	42% (10)	0%
Communication and Interaction	100%	67%(16)	33%(8)	0%
Social & Emotional	96%	50%(12)	46%(11)	4%(1)
Physical and Sensory Personal Development	91%	58%(14)	33%(8)	9%(2)

2021 – 2022 Progress Report – termly targets working towards EHCP outcomes;

- All students made outstanding progress towards realising their EHCP Outcomes, achieving their IEP targets across the curriculum and areas of need
- The students continued to make excellent progress with, and achieve their academic goals in line with their Cognition and Learning Outcomes and all the students made expected or above expected progress across the year towards their Cognition and Learning EHCP Outcomes
- The cognition and Learning outcomes include progress in Literacy, Numeracy and PSHE/RSE
- 100% students made expected or accelerated progress in Reading and Literacy
- 100% students made expected or above expected progress in Numeracy
- 100% students made expected or above expected progress in PSHE/RSE – This area of learning and development is one of the “golden threads” running throughout our whole school and college curriculum. The targets set for PSHE/RSE compliment and work alongside those set for Social and Emotional development
- The student outcomes for Communication and Interaction continued to be outstanding in 2021/22. The use of Talk Pads to support curriculum learning and communication has become embedded in the school and college implementation of this curriculum. The students are now supported to reach their learning targets in communication and Interaction with an assessment framework of “Talk Pad - I Can” targets
- The progress towards Social and Emotional Outcomes continues to be strong. The majority of the targets in this area are related to the student’s further knowledge and understanding of the use of the `Zones of Regulation`. The students continued to build upon their knowledge, understanding and application of the Zones with twice daily sessions led by the teacher and supported by the OT and Assistant Psychologist. The language of the Zones and its application are firmly embedded within the curriculum. The evidence from the student’s learning journeys show that this approach and our students’ ability to self-regulate and

choose “clever actions” has been an important factor in enabling our students to be in the optimum “green” zone for learning and has allowed such significant progress for them across the curriculum

- The Thematic Learning curriculum continues to be an area of strength in the lower school and the achievements and progress of the students continues to validate this approach. The delivery of the Arts, Humanities and D&T are unified by a single theme. This approach inspires the teachers to deliver enjoyable and memorable learning experiences. Student levels of engagement and understanding were high and they were able to achieve their individual targets across these subject areas.

Accreditation Outcomes overview 2022

- Accreditation in the curriculum over the past two years has focused upon the students developing their e - portfolios of evidence for their **OCR Life and Living Skills** Introductory award
- The OCR award offers a flexible yet more comprehensive approach to accreditation for our 6th form students. It is an approach which enables us to bank evidence of skills and knowledge the students have learnt over time
- Dependent on how much evidence each student has against the Life and Living skills framework means we are able to enter the student for the Introductory or Entry Level award when they reach the end of their 6th form curriculum
- This year in Life and Living Skills, the young people have focussed on the environment and community and personal skills
- The young people have accessed the OCR learning in many ways, such as work experience in the on-site café and work experience offsite at a local school’s walled gardens
- The subjects covered were recognising community, identifying local community and facilities and my rights and responsibilities, everybody matters
- **Seven** of our young people have been accredited this year at the Introductory Level and have received their certification from OCR. For 2022-23 we envisage entering a number of our 6th form students at both the introductory and entry level
- For context the achievement of the OCR Life and living skills award would be the equivalent to a significant accumulation of individual AQA unit awards
- We have continued to use AQA unit awards to support accreditation in other areas of the curriculum, the focus this year having been our ECO schools award
- We will continue to use the AQA unit awards to support accreditation for targeted areas of our curriculum and our planning to develop further accreditation opportunities over the next Academic year

Hill House sixth form

‘The sixth form provides a highly effective transition for students as they move from the lower school towards leaving the school...The relevant qualifications that students gain give them vital currency when exploring options for their future’ OFSTED January 2020

- Hill House offers a distinct sixth form curriculum. This provides progression from the lower school into a more grown up environment where students are supported to develop their independence and vocational skills even further
- Throughout the education week, students travel through three main pathways; Core Academic; Passport to adulthood Life Skills, Careers and Work - Related Learning; Arts and Humanities
- Hill House has high expectations for achievement and progress in the sixth form and stretches its young people
- All students have the opportunity to develop their skills, knowledge and understanding through access to our careers programme
- Students learn about the world of work and have the opportunity to participate in on-site and off-site work experience

- Each sixth form student works towards achieving accreditation from the OCR `Life and Living Skills` award which they can take with them into adult life
- The impact of the Hill House sixth form curriculum is strong. This is demonstrated in the progress that our sixth formers continue to make and is also evidenced within our destination information

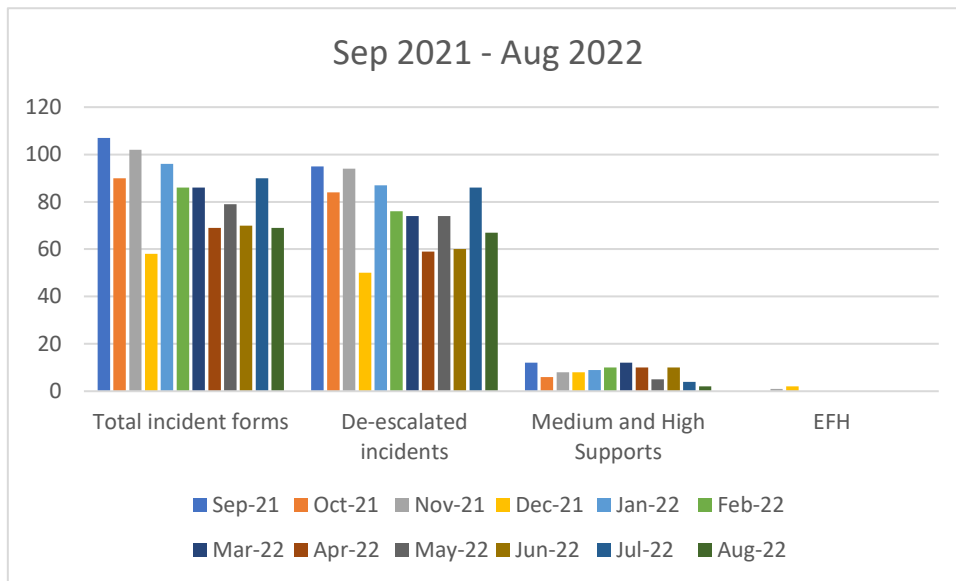
COVID 19

- COVID-19 is an ongoing reality and leaders and staff adapt to any changes that are needed. This includes offering a range of learning opportunities
- The home-based curriculum has been effective in enabling our students to maintain their access to high quality teaching and learning through a broad and balanced curriculum
- Where day students are working from home, a programme of daily live lessons led by a class teacher has been provided for these students. These live lessons are supported by a programme of independent work focused on the achievement of AQA unit awards
- It is a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. The remote curriculum is designed to support the students with their progress towards their EHCP outcomes regardless of location

Behaviour and Attitudes

Judgement:	Outstanding
Evidence that supports this judgement:	
<ul style="list-style-type: none">• Hill House provides a positive, safe and calm environment which enables young people to feel safe and happy and able to engage and learn. Attendance and punctuality are outstanding• Through positive relationships, staff model respect so that students build respect and positive attitudes to each other and adults.• Young people learn how to stay safe through the preventative curriculum, including learning about healthy relationships and sex education.• Young people are extremely well supported in all aspects of their life but not so much as to stifle managed risk taking which encourages learning and individual development• All young people have an individual behaviour plan, an individual risk assessment and E-Safety risk assessment. Plans are focussed on the use of positive, proactive strategies with the goal of self – management to enable development of talents and interests• A range of strategies support young people to recognise and understand their emotions and access `clever actions` to enable them to feel calm, happy and safe. These include; TalkPads, Use of the `Zones of Regulation` and reflection sessions• Individual plans such as sensory diets are implemented and embedded throughout the day. This enables young people to feel in a `just right` place• Our Green Room offers opportunities for Nurture sessions• Hill House has its own Behaviour support Team (BST) who ensure consistency of implementation of agreed interventions, reflection and review as needed• Hill House has its own multi-disciplinary (MDT) therapy team including; Speech and Language Therapist, Occupational Therapist, Assistant Psychologist, Clinical Psychologist, Clinical Psychiatrist and Music Therapist who work in an integrated model with education and care colleagues to deliver a holistic therapeutic approach• Hill House has a health care manager to oversee and co-ordinate all health care needs• Hill House has a wellbeing practitioner who champions well-being at every level and promotes the OPL principle of Health and Happiness• The teams work closely with all staff and young people to promote positive behaviour and to ensure that everyone feels safe• The Behaviour Support Team, Wellbeing Practitioner and MDT staff are integrated and direction is planned through joined up service development• The senior leadership team meets every morning to read through all incident forms. This enables close scrutiny of events and any actions to be completed within a 24hr timescale• A representative from each discipline meets every Monday morning to discuss each student as part of the weekly risk meeting. A RAG rating is used to identify any young people who may require further discussion within a strategy meeting or any young person who may need some additional support that week• The Behaviour Support Team meet with staff on a regular basis to offer time for a debrief session to reflect and learn from situations• Young people adopt healthy lifestyles that are promoted on a daily basis through the Hill House café• Hill House has a robust anti-bullying and behaviour policy and students take part in regular lessons and whole school activities such as Anti-bullying week• Young people at Hill House have a voice and are consulted about developments within the school on a regular basis. They take part in `get together` times and are supported to make a range of choices about their life• Hill House has been part of the `100 voices` project with SMARTBOX where young people at Hill House have been given their own Talk Pad device in order to support their communication needs• Students have direct access to the Hill House Childrens Guide on their Talk Pads	

- Live data is used to inform behaviour management and support plans through evidence-based reflection and review



Personal Development

Judgement:

Outstanding

Evidence that supports this judgement:

- Hill House promotes confidence, resilience and self – esteem in the young people
- The Hill House curriculum and ethos teaches young people to engage within their community and develop a sense of respect
- The Hill House curriculum offers a rich variety of experiences both at the school and out in the community such as whole school music, drama and dance activities
- The staff at Hill House work as one team with the education, care and therapy team working within a seamless approach
- Young people are supported to learn how to stay healthy and all students have an individual E-Safety risk assessment to help them to stay safe on line and when using technology
- The Hill House Wellbeing Practitioner works with the whole school community to support everyone to be safe, healthy and happy
- Hill House uses the `One Planet Living` framework comprising of 10 intuitive principles:



- Hill House adopts these principles and works towards an on – going action plan based on `Everyone at HHS to be leading happy, healthy lives within the natural limits of our one planet`
- Hill House has been awarded the Eco Schools Award with distinction

SMSC

- The school's thoughtful and wide-ranging promotion of spiritual, moral, social and cultural development and their physical wellbeing enables young people to thrive in a supportive, highly cohesive learning community. It helps them to adopt knowledge and respect
- A wealth of SMSC opportunities and experiences are on offer throughout each academic year. All young people are encouraged and supported to take part and these also include MFL lessons. Young people learn social skills and cultural development
- SMSC offers a creative and imaginative approach to learning, enabling young people to learn about themselves and others from around the world. Our curriculum in the school and college encourages learner creativity and provides experiences that allow them a sense of awe and wonder

British Values

- Cultural Capital is embedded in the life of the school
- The provision of SMSC actively promotes the fundamental British values of democracy, the rule of law and individual liberty. It provides young people with the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. It encourages tolerance and harmony between different cultural traditions as well as mutual respect and tolerance of those with different faiths and beliefs
- Hill House works towards preparing students for life in modern Britain
- SMSC at Hill House enables young people to learn about right from wrong and to respect the civil and criminal law of England

- SMSC provision enables young people to acquire a broad general knowledge of and respect for public institutions and services in England. Young people have the opportunity to visit a range of places including the Houses of Parliament, local museums and libraries and attend events such as local services
- Young people take part in regular `get together` times where they have the opportunity to have a voice and vote on issues that impact them and make choices about their everyday life
- Young people are encouraged to take part in a variety of charity events and make a regular contribution to the local community
- Individually planned trips cater for specific cultural or religious needs such as a trip to the mosque
- Hill House hold an annual careers week where everyone can learn and experience the world of work

RSE

- Hill House is committed to supporting student's personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives
- Underpinning the PSHE / RSE curriculum is the school's ethos which gives a high priority to positive relationships between all members of the community
- The school treats all students as individuals, recognising and respecting individual needs, interests and abilities
- RSE is delivered as part of the wider PSHE curriculum and elements of RSE are embedded across curriculum areas
- We recognise the individual levels both cognitively and developmentally and address this individually through young people having their own RSE plan where required
- The plans are reviewed termly during the outcomes meetings and are shared with parents, social workers and other appropriate external bodies during student reviews
- Peer Supervision of the RSE plans and programmes of study take place with partner schools in order to share practice and offer peer review

Leadership and Management

Judgement:	Outstanding
Evidence that supports this judgement:	
<ul style="list-style-type: none"> • Hill House has a <u>strong safeguarding ethos</u> based on a <u>whole school approach</u> that allows <u>all students to be kept safe</u> • The school's policies and procedures for safeguarding young people are robust and exceed statutory requirements. The school protects students from radicalisation and extremism • We treat child – on – child abuse very seriously and recognise this as a form of abuse • We have a distinct training video `In conversation with...` based on what child on child abuse and sexual violence and harassment between children might look like at HHS • We have a clear Pathway response to any cases of child on child abuse • Hill House identifies any risk of harm quickly and all allegations are managed in a timely and effective way • At Hill House we take all concerns seriously and have detailed `<u>Low Level concern</u>` guidance and procedures • Safer Recruitment is managed with utmost importance and Hill House use a high level of scrutiny, always remembering that `<u>It could happen here</u>` • The Designated Safeguarding Team work hard to ensure that <u>safeguarding is fully embedded in the life of the school</u> and ensures that <u>all staff understand their responsibilities</u> under `<i>Keeping Children Safe in Education</i>` as evidenced in the Workforce Development Plan and MYRUS online training platform • The Designated Safeguarding Lead sends out a weekly safeguarding email to all staff asking them a specific safeguarding question, highlighting a safeguarding issue or sharing a piece of safeguarding news with the team • We have a specific safeguarding drive on the school network where safeguarding resources can be accessed by all staff • All young people have a safeguarding and individual E-Safety Risk Assessment • We recognise that governors have a strategic leadership responsibility for their school's safeguarding arrangements and work closely with governors and our Professional Learning Community who carry out regular safeguarding audits • All leaders, including governors have a clear and highly ambitious vision for providing high quality education to all young people. This is reinforced through strong, shared values, policies and practices that are regularly monitored and reviewed through the ISS framework • Senior staff lead by example and have high expectations • School leaders and managers have an uncompromising drive to improve achievement and outcomes for all students irrespective of their ability and challenges • School leaders and managers have a deep and accurate understanding of young people, staff and the school's performance in all areas • Staff engagement is very important at Hill House, leaders engage with staff through a range of methods in order to listen to and involve them in the development of the school. This includes the school staff `Focus Group` who meet regularly to work on key development areas. Regularly scheduled supervision and appraisal supports all staff to reflect and develop • Hill House also engage with parents and stakeholders in order to also gain their views, which have been beneficial in terms of improving communication and information sharing e.g. postcards home and newsletters • School leaders implement and drive new and dynamic initiatives such as One Planet Living, Eco Schools, Talk Pads, Let's Eat Café, outdoor learning. • Hill House implements a staff training programme that enables teachers and teaching assistants to improve their knowledge and enhance the teaching of the curriculum. A rich programme of CPD is highly effective in developing the school • Rigorous self-evaluation and performance management ensures outstanding outcomes • Robust action planning ensures well informed strategies are in place in order to develop the school 	

- The school offers placements for trainee teachers
- Termly governance board meetings are held at Hill House to ensure that the management of the school is closely scrutinised and held to account in all areas of responsibility
- The Hill House PLC - `Professional Learning Community` also provides a balance of high support and high challenge, accountability and a focus on outcomes. The PLC brings an external perspective to the school and helps the school to set stretching targets
- This governance enables Hill House to have clarity of vision, ethos and strategic direction
- At Hill House we are outward facing and have links with a number of schools outside of the group as well as with other external providers and establishments
- Being part of a greater network prevents isolation and enables Hill House to share outstanding practice. It also enables the Hill House team to make professional connections with other people and to develop skills and knowledge from collaborative working opportunities
- Hill House work closely with Southampton University and are members of the ACoRNS group - **`Autism Community Research Network @ Southampton`**
- This work has also led to the development of individual `I am` digital stories for young people to support the process of moving to their new home
- Hill House work closely with **Southampton university** and also with Wildern Partnership SCITT programme and the School Direct Programme in order to host teacher training placements
- The Hill House induction package is shared with external providers e.g. part of the SCITT teacher training CPD programme
- Hill House are members of the **Roche Court Arts Centre Teachers Advisory Panel**
- Hill House work closely with another outstanding education provider where education leads complete peer audits and offer opportunities for teachers in both settings to work alongside each other
- The Responsible Individual attends peer supervision forums

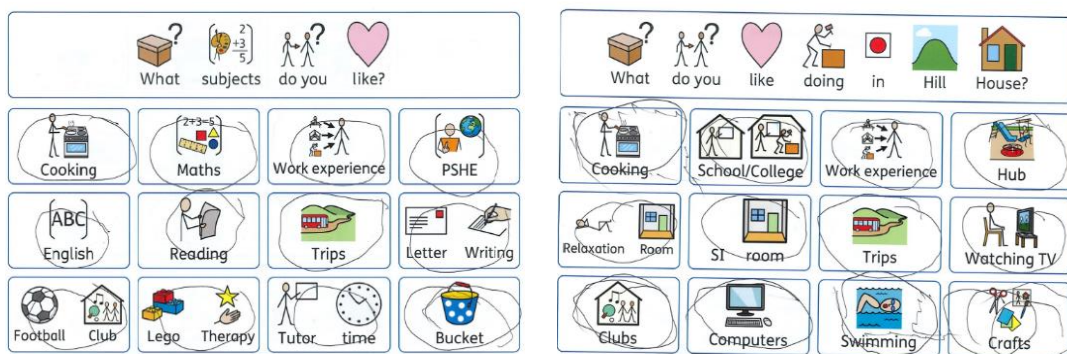
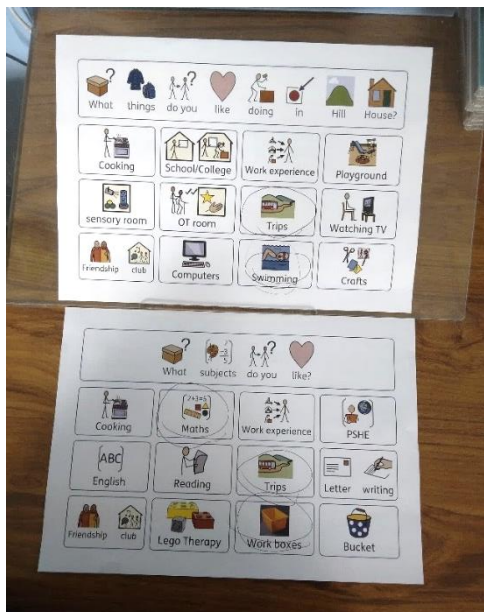
Overall effectiveness



Judgement:	Outstanding
Evidence that supports this judgement:	
<ul style="list-style-type: none"> - At Hill House young people are kept safe - At Hill House the quality of education is outstanding, enabling the best outcomes for all young people - At Hill House there is outstanding practice which ensures that all young people have high levels of literacy appropriate to their age - Staff have the highest expectations and aspirations for all young people and best practice is spread effectively in a drive for continuous improvement - The school's thoughtful and wide-ranging promotion of spiritual, moral, social and cultural development and individual's physical wellbeing enables them to thrive in a supportive, highly cohesive learning community - Opportunities to broaden young people's horizons and excel is embedded in the culture of the school - Young people are supported to be open to new ideas and the school promotes the acceptance of others, cultural diversity and difference - Young people engage in world issues, showing care, respect and consideration for other's traditions and viewpoints - Growing self - confidence in each individual is promoted by their access to a wide, rich and engaging programme of living and learning opportunities within the school - Young people receive excellent multi-disciplinary guidance and strategies to support them to recognise and manage their emotions and responses to these - Young people who have previously not engaged with school re-engage with learning due to the detailed individualised strategic approach - Leaders promote an outward facing ethos and have established links with other outstanding provisions enabling best practice to be shared and celebrated - At Hill House we always look forwards and seek to ever continue to further develop opportunities for our young people and staff group 	

Links to the Hill House School Development Plan

- Further develop practitioner / collaborative enquiry - research opportunities
- Development of the land - based learning / science curriculum offer with accreditation (John Muir Award)
- Establish an Eco Cabin as a base for One Planet Living activities
- Offer the Duke of Edinburgh Award
- Embed literacy approaches including; Phonics programmes / baseline assessments / target setting / assessment and progress
- Building our work - related learning / work experience offer
- IT media - audio visual training and development for education staff
- Further develop professional development for education staff e.g. support TA to complete teaching qualification
- Development of Learning Journeys to include therapy and care contribution
- Further `In conversation with....` training videos / audio in order to continue to develop staff's knowledge and awareness of key topics
- Develop 'Let's Eat Together' programme in the HHS café



‘We so enjoyed coming to Hill House and seeing what a peaceful, purposeful and happy place it is. It is hard to put into words what seeing round the school meant to us’

(Parent feedback following a visit to HHS)

‘I really want to thank you and Hill House for your welcome and kindness as we’ve worked together over the years. Your caring, professionalism, willingness to undertake anything to make lives better for young people we support, has made my work easier because we’ve managed challenges together’

(Social worker)

‘Thank you for all your support, passion and for all the opportunities you have given me to learn and develop in my role.... I have learnt so much’

(Member of the therapy team)

‘Thank you for all your hard work and dedication this year! We asked A “what is the best part of the week?” and he replied “school” without hesitation!’


(Parent)

‘Thank you for such a wonderful day on Wednesday, we all had a lovely time and it was great to see H with his friends. He is so happy at Hill House and it really shows. Thank you for giving H such a lovely environment to live in and lovely people to look after him. We are very grateful to all of you’

(Parent feedback following celebration day)

'It was an absolute pleasure to assess your application. Please pass on our massive congratulations to the whole school, your school is a real worthy winner of the Eco Schools Green Flag award with Distinction`
(Eco Schools Assessor)

Developing the emotion regulation skills of autistic pupils in a residential special school



EMOTION REGULATION
 Emotion regulation describes an individual's ability to understand what emotions they are feeling, and then to manage how and when they express them.
 Being able to regulate our emotions helps us to interact with others and our environment, and allows us to engage in learning.

THIS PROJECT
 Autistic people are more likely to have difficulties learning to regulate their emotions, so research to help us understand how schools can support the development of these skills is important. This project aimed to explore how Hill House School, a residential special school, support their young people to develop their emotion regulation skills.

By Joanne Bennett (Trainee Educational Psychologist)

With thanks to the young people, families and staff at Hill House School.


METHODOLOGY

Participants:
4 young people and 17 staff members were involved in this project.

Methods:

1. Staff wrote down their observations from working with the young people
2. I observed the young people at Hill House School
3. I conducted semi-structured interviews with staff

Analysis:
Reflexive Thematic Analysis (Braun & Clarke, 2022)



RESULTS

From the information gathered, four themes were generated to explain how Hill House School supports their young people to develop their emotion regulation skills.

Theme 1:
Evolutionary Ethos

Evolution is a core part of the school's ethos, at an individual and whole school level.

There is the view that "everyone around these children needs and wants to grow", and the school proactively support staff development.

Theme 2:
Reciprocal Relationships

Positive, trusting relationships between young people and staff are important at Hill House. These elements were described as important:

- Conveying a calm persona
- Consistency of approach and routine
- Getting to know young people as individuals.

Theme 3: Communication:
attuning, asking and adapting

Staff attune to all types of emotional communication, including facial expressions, body language and behaviour.

Staff seek and respect young people's views.

Staff adapt their communication so it is accessible for the young people.

Theme 4: Expressing emotions
every day



Emotions are explored through direct interventions (e.g., Transporters, 'clever actions', Zones of Regulation) and indirectly through labelling and validating emotions.


Young people have opportunities to try and use different emotion regulation strategies.

CONCLUSIONS

Hill House School staff were found to prioritise building relationships, and getting to know their young people as individuals, in order to provide bespoke support to develop their emotion regulation skills.

The focus was not only using specific intervention programmes, but the context, culture and relationships within the school.



(Trainee Educational Psychologist)