

Hill House School



Statement of Purpose (March 2024)

Rope Hill, Boldre, Lymington, Hampshire SO41 8NE

Tel: 01590 672147

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



Quality and Purpose of Care

Hill House School is part of the Caretech Group and is a 52-week co-educational residential school specializing in the care, education and therapy of up to 30 young people between the ages of 11 and 19, described as having an autistic spectrum condition and a range of associated needs.

Our young people will typically have severe learning difficulties and may display challenging behaviours. Our young people 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 young people 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 placement for up to 2 local students.

Ethos and Vision

Communication - Self-Regulation - Resilience - Independence - Discovery

These are the life skills that we value and encourage at Hill House. We take an integrated team approach to enable our staff to support our young people to develop their communication skills, to access and practice a range of self-regulation strategies, to build independent life skills and to thrive in their time at Hill House as they build resilience whilst discovering so much of the world about us.

Through the use of AAC – from Talking Mats, tablets and other communication aids including Talk pads - new SMARTBOX technology, young people are consulted about different aspects of their care, from food and leisure time to home decor and off-site activities.

We have a non-aversive, positive multi-disciplinary approach which is integrated across all settings and aspirations. Staff and student well-being is a priority.

Hill House is an 'Eco School' and promotes One Planet Living® with a focus on sustainability and care for the natural world around us. There is a strong emphasis on Nurture and Respect for all, for students, staff and the environment.

Location and Accommodation

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 and young people access the community, which includes a small village shop just minutes away from the school campus. The area has been risk assessed as a suitable low risk location for a Children's Home.

The school is set in extensive grounds and educational and leisure facilities include the classrooms, therapeutic and sensory rooms, an art, design & technology room, Library, 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, woodland area 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 may be a challenge. The environment is made safe for our young people in subtle but effective ways. The premises are accessible to all those who need to use them in keeping with the Equality Act 2010.

The school and home environment are committed to promoting sustainability and have a published One Planet Living® action plan which is a live document on oneplanet.com.

Our aim is for a homely environment and we have carried out work to divide the main house into 3 homes. Young people are accommodated in six living communities, which vary from four to five students maximum. To promote socialization, young people may be educated in different groups at school. This enables them to experience living with others and to develop relationships and tolerance of other people.

All young people 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 on the 1st floor, within 3 defined home areas reflecting the ground floor accommodation. Each living group has its own lounge and dining area.

Bedrooms are furnished in consultation with the young person and family's 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 young people to purchase items on the parents' behalf, should they so wish. Although the school encourages each young person to respect their own and others property, possessions and belongings are kept at school at the owner's risk.

Supporting our Young People

All our young people 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 young person 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,

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 young person, including care, therapy and education teams, to work consistently with shared Individual Education Plans (IEP), taking into account any cultural, linguistic and religious needs. These are reviewed internally on a termly basis at IEP Review 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 in the review 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 young people are able to attend review meetings.

Our young people 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 young people have access to local shops, the beautiful New Forest as well as the coast with larger city amenities to hand. For those young people for whom this is a challenge, opportunities for similar experiences will be set up on-site or within other safe facilities.

The safety and well-being of our young people 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. Staff across teams are closely involved in this regular audit process to ensure that accountability and full understanding of service needs are aligned.

Safeguarding is on every agenda.

We have a strong ethos of risk assessment as a safe means of enabling the young people 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. 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 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 young people 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.

Complaints

Caretech is committed to providing the highest quality service to young people, parents, local authorities, social services and health authorities. We believe that our young people 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 our young people and 'How to Complain' information is publicly displayed in a format which is accessible to the individuals 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 Principal, Vice Principal or Registered Manager. 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
Piccadilly Gate
Store Street
Manchester
M1 2WD
Email: enquiries@ofsted.gov.uk

All complaints are recorded in the Complaints File, which is reviewed by the Regional 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 our young people in a simplified format. Posters are displayed on notice boards and leaflets are available for young people 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.

Policies and Procedures

All policies and procedures are available on the Hill House School website.

Link: <http://www.cambiagroup.com/Hill-House-School>

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

Views, Wishes and Feelings

Voice and Choice

We believe that all young people should have an opportunity to make choices and express their views. Young people have a right for their voice to be heard and every opportunity is taken to involve them in their own everyday decisions. It is vital that we listen to our young people and give them an opportunity to express how they are feeling and enable them to be able to ask for help and support when needed.

These opportunities are integrated into a young person's day and individual strategies and tools are developed to enable all young people to be able to leave Hill House with the skills needed to be able to communicate their feelings and preferences effectively.

Young people can use a Talk Pad which enables them to have a voice and be able to make a range of choices and preferences throughout every aspect of their life from choosing lunch in the school café to being able to communicate how they are feeling to taking their device out and about, communicating with others.

All young people are invited to contribute to their review and where possible, the young person can come along to their meeting and share their views.

Young people are invited to take part in 'home chats' and to make a whole range of choices about what they would like to cook, where they would like to go and what they would like to do.

The school's new 'Our Voice and Choice' initiative gives young people the opportunity to learn about and make choices about key areas of their life including where to go on trips out and what to put in the morning break boxes.

Rights of the Young Person

We believe that children and young people 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, we 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 utilizing the option of their own Digital Story to be created to share their wishes
- 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.

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

Education

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 IEP Review 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 alongside care and education colleagues and will set and review clinical intervention targets that are based on assessment of a student's skills and functional needs.

Hill House Curriculum

Hill House actively promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Hill House works towards preparing students for life in modern Britain. Students have the opportunity to observe practices related to their own faiths and beliefs and to share these with the rest of the school.

The Hill House curriculum is ambitious and meaningful. It is a curriculum that ensures our students are able to engage in a broad and rich experience appropriate to their needs and which prepares them academically, socially and emotionally for the opportunities awaiting them in their next steps into adult life. Our curriculum is designed with the intention of promoting in our students a love for learning. It is designed so that students will be able to follow a wide range of subjects in Key Stage 3 & 4 (including a broad range of national curriculum subjects).

In the sixth form we offer a distinct curriculum for our older students and this provides progression from the lower school into a more grown up environment where students will develop their independence and vocational skills. Our 6th Form Curriculum encourages students to follow Pathways which are designed to help them build a more independent lifestyle and develop skills for life and work. This curriculum focusses on developing communication skills, emotional regulation and is about building their confidence and preparing them for adulthood. We encourage students to make more informed choices in line with their needs and aptitudes, speaking up for themselves and discovering a sense of control over their lives. As well as improving their knowledge, skills and abilities in the core areas of Literacy, Numeracy and PSHE/RSE, students will develop their personal, independence and social skills. Our Pathways support students to develop skills and confidence for living independently through a personalised programme. This includes learning experiences which will serve them well in the future, such as going shopping for food, using public transport and managing money. All of these are explored in our OCR Life and Living Skills Pathway to the World of Work.

Students also have the choice to spend more of their curriculum time on the Land Based Science and Animal Care Pathway or the Arts and Performing Arts Pathway. Some students may also focus more on taking part in off-site work placements, voluntary work in the community or enterprise activities to develop their communication, emotional regulation and team skills.

Sixth Form students take part in a range of careers-based lessons where they have the opportunity to learn about the world of work. Students have also had the opportunity to work collaboratively on a mini enterprise-based project. Previous work has included; planning and implementing a lemonade stall and small café and designing and producing items to sell at an event for parents and visitors.

In addition, 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 to 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. On site there are opportunities for students to make a contribution to the whole school by being responsible for collecting recycling, working in the allotment, tending to the animals, or helping out in our café.

Off-site students work at the local village shop and pub and also have the opportunity to take part in work experience working with New Forest Fruits where they can learn skills in horticultural care, environmental management and team work.

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

We want to 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
- To become confident, independent learners that encounter, engage and explore
- Supporting them to develop a range of skills towards independence that best equips them to be able to live in modern Britain
- A curriculum that supports the students to communicate needs, helping them to make choices, make decisions and choose options that other people act on and respect
- A curriculum that increases the learner's awareness, understanding and respect for their environment and of the world around them.
- A curriculum that promotes self-esteem and self-advocacy through the use of a range of systems of supported advocacy and to develop an awareness of self and sensitivity to others
- A curriculum that celebrates and shares success and achievement
- We believe that our curriculum provides our students with the knowledge and skills to help them 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
- We strongly believe that our curriculum provides our students with memorable and enjoyable learning experiences
- It promotes our students' knowledge and understanding of British Values and promotes the spiritual, moral, cultural, mental and physical development of our pupils.
- It is a curriculum that supports our students' access to the community and engagement in society
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will develop their independence and vocational skills

The attainment targets for students in each subject is broken down into small steps –“I Can” statements based upon the old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. These targets are set termly and are recorded in their IEPs. The progress towards these targets and goals is reviewed at half term and the attainment reviewed at the end of each term.

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. We are further developing our curriculum in the 6th form to offer the students the opportunities to work towards the John Muir Award and Duke of Edinburgh awards.

Enjoyment and Achievement

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, Treehouse Theatre and Hampshire Outdoors `Rewilding the Mind` sessions, Football coaching with `Saintsability` to off-site trips such as visits to the New Forest, local beaches, theatre and shopping trips. 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.

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. A 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. Consultant Clinical Psychologist, Consultant Child & Adolescent Psychiatrist and specialist Community Paediatrician enhance this with additional expertise. A dedicated team of 3 Care Managers oversee all healthcare needs and medication management, working closely together with our Team Managers in the homes and 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. A Nurture Programme is in place at Hill House offering additional support as and when it is needed. 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

Having such a range of therapies available, delivered by experienced practitioners who work as a team, is of great benefit in supporting our young people reach their full potential.

All clinical staff receive supervision in accordance with the requirements of their professional body.

All young people living at Hill House will have an annual medical review with our Community Paediatrician and will be registered with a local General Practitioner in Lymington. The General Practitioner, as well as seeing young people in the surgery, also visits the school on a need- led basis. Young people will also be registered with a local dentist and as 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 Care Managers together with Team Manager in each home. Staff encourage and support young people to maintain good personal hygiene at all times. They are encouraged to bathe or shower daily and young people have access to a range of toiletries to meet their needs. Staff support young people with personal care as appropriate and toileting and sleep hygiene programmes are developed by the Occupational Therapist and wider MDT to support young people to gain greater independence.

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. An internal team, overseen by the Consultant Psychiatrist, meets regularly to review medication safety as an audit group.

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 Well-being 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 well-being, according to the needs identified.

The senior team meet every Monday for a Weekly Risk Assessment meeting to review all young persons' 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 High Priority Group clinic is available to provide additional monitoring and review of higher acuity cases supported by Registered Manager, Consultant Child & Adolescent Psychiatrist, Consultant Clinical Psychologist, Care Managers, Teachers and other multi-disciplinary team staff as necessary. 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

The team at Hill House work in partnership with parents and carers and promote regular contact through on-site, virtual 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 facetime contact as arranged. All young people 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

Student's use of electronic devices 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.

Behaviour Support

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 the position for the team at Hill House with regard to giving reassurance and use of supportive physical intervention which 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.

Our client group includes those who may exist in highly anxious states and who may find communication difficult. This can lead to some young people exhibiting extreme behaviours, which may be physically challenging. We have a strong ethos of positive intervention and a detailed policy underpinning this.

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 young people and any physical support used are analysed with reflection 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 our young people. This training is regularly updated. Understanding the functions of our young peoples' behaviour and how ASD students view the world is essential when supporting young people 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, Young people are encouraged to develop strategies for self-management and coping with change. Through positive intervention, all young people 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 Safety Intervention approach from the Crisis Prevention Institute (CPI). The aim is always to encourage positive behaviour through an analysis of why our young people 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 Safety Intervention training at the appropriate level. This approach aims to ensure that everyone involved in crisis situations which may include disruptive, challenging or violent behaviour can maintain the care, welfare, safety and security of all involved. The Safety intervention 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 Safety Intervention physical approaches that aim to minimise risk

without damaging the professional and supportive relationships between staff and young people. External trainers from the Crisis Prevention Institute have delivered training and assessed all staff undergoing training. Additional training can be given to individual teams at Levels 3 and 4, relating directly to the young peoples' needs within their individual home. Annual refresher training will be given to all Safety Intervention practitioners. In addition, consultancy can be offered to the school to meet exceptional individual needs.

Using a data analysis approach to recording all behaviours, 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

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, Director of Education

Metropolitan House
3 Darkes Lane,
Potters Bar,
Hertfordshire
EN6 1AG.

The **Responsible Individual** is Katherine Landells and the **Registered Manager** is Kirsty Marsden

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

Tel: 01590 672147

Staff Qualifications

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.

Management and Staffing Structure

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 RQF 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 5 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 130 people, including the Senior Management Team consisting of the Principal, Vice Principal and Head of Education, Deputy Head of Education, Registered Manager, Health Care Manager, Site Manager and Finance Assistant, 7 teachers, 9 Senior Teaching Assistants, Consultant Psychiatrist, Clinical Psychologist, Assistant Psychologist, 1 Speech and Language Therapist, Occupational Therapist and Well-being Lead.

Residential staff comprises a Registered Manager, two Care Managers and 6 Team Managers. Each of these Managers oversees a residential home with allocated staff. Each home has 2 Assistant Team Managers. In addition, we have a Team Manager and Assistant with specific responsibility for Behaviour Management support and who are 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. Both night teams are led by a Team Manager and Assistant Team Manager.

Additional staff include an ICT Technician, 1 Senior Administrator, 2 Administrators and 1 Administrator Assistant, Qualifications and Credits Framework assessor/verifier and a core team of two Cooks, 9 Domestic Assistants and 4 Maintenance staff.

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

The majority of young people are referred and placed by their Local Education Authorities, often supported by Social Services and sometimes Health Services. Some are privately funded. In addition,

Hill House School offers day placements for local students. All young people have a comprehensive initial assessment period of twelve weeks.

The admission of the new young person 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 the individual will adapt to the new environment and how the service can meet their needs. In addition, the needs of the young people already at Hill House will be considered, to ensure that the potential impact on the existing group of young people 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 young people will be assessed by the Registered Manager and information gathered is added to that received from Local Authorities or other placing bodies.

Further Information

All young people 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 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 by arrangement. Young people 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

Caretech Group Policies and Procedures