



Statement of Purpose

(Sept 2026)

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Quality and Purpose of Care

"Children make exceptional progress as a result of living in a home where they are loved and encouraged to do the best that they can. Both parents and social workers are highly complementary about how well the staff team bring out the best in each child." Ofsted Social Care Inspection December 2025

Hill House School is part of the Caretech Group and is a 52-week co-educational residential school specialising in the care, education and therapy of up to 30 young people between the ages of 11 and 19, described as autistic and who have 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.

By using AAC – from electronic 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.

From 1 September 2026, we have introduced the STEP values framework to complement our Hill House service model. We already have our curriculum aims of building Communication, Resilience, Self-Regulation, Independence and Discovery underpinned by utilising the Zones of Regulation. With STEP we aim to ensure that the values of being sensory supportive, totally inclusive, enabling and progressive apply to all we do.

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, Eco cabin and outdoor learning spaces, 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. A new Zen Den is being launched this September following a complete refurbishment and design of the sensory room projector room.

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. 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 per home. To promote socialisation, 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 individualised 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, by carrying out unannounced visits every month.

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. Students can use their Talkpads and other communication means to share their feedback, both positive and negative.

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 Principal and 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.cambiangroup.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.

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 utilising 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 nurture and 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

"The education, care and therapy teams work as a cohesive unit. Pupils benefit immensely from this holistic approach to their provision, and they flourish." Most recent Ofsted Education Inspection Report - March 2024.

Our Curriculum Intent

At Hill House School we have developed an ambitious and meaningful curriculum.

It is a curriculum that ensures our students are able to engage in and enjoy a broad and rich experience of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

It is a curriculum that has been designed to be appropriate to their needs and takes into account the ages, aptitudes and the various barriers to learning that all of our students face.

It is a curriculum that enables our students to acquire communication, self-regulation, listening, literacy and numeracy skills which prepares them academically, socially and emotionally for the opportunities for their next steps into adult life.

Our Expectations

By the end of their Curriculum Journey at Hill House School we expect our students to be able to explore, learn develop and generalise knowledge and skills in the following Key Areas;

Communication

From their starting points our students will have developed their ability to communicate needs, helping them to make choices, make decisions and choose options that other people act on and listen to.

Our students will feel more confident and skilled with their ability to communicate, empowering them and ensuring their positive well-being and self-esteem.

As a result of engaging in this curriculum our students will have developed a sense of autonomy and freedom.

Self-Regulation

From their starting points our students will demonstrate an awareness, understanding and respect for their environment and of the world around them.

Our students will have experienced success and have increased self-esteem and self-advocacy

Our students will be able to use a range of systems of supported advocacy and will develop an awareness of self and sensitivity to others

Our students will manifest attitudes and behaviours that demonstrate knowledge and understanding of **British Values** and what it means to be a good citizen of the planet.

Resilience

From their starting points our students will make the small steps and giant steps of progress in order to realise their **EHCP outcomes**

Our students will be able to engage with a formal curriculum and they will appreciate that this has a meaning and purpose for them

Our students will have developed the knowledge and skills so that they are able to take risks with their learning, accepting and learning from mistakes and being prepared to try something new.

Our students will be able to achieve and participate in learning experiences that result in external nationally recognized accreditations

Increasing independence

From their starting points our students will have developed a range of skills towards independence which best equips them to be able to live in modern Britain.

Our students will have developed the knowledge and skills appropriate for them which helps to build their **cultural capital** so they are prepared and equipped for the next steps into adulthood.

Our students will have experienced and responded positively to a journey full of memorable and enjoyable learning experiences

Our students will have participated in a curriculum that celebrates and shares success and achievement both for themselves and for others

Our students will have developed their own understanding of autonomy whilst appreciating the relationships of their friends and the adults around them

Our students will show confidence and ease when out and about and from starting points will have increased their **access to the community and wider engagement in society**.

Most if not all our students will have experienced the world of work through both on site and off site experiences.

Discovery

From their starting point we will expect that our students will have developed a love of learning leading to them being able to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum

We expect that our students will become confident, independent learners that encounter, engage and explore

We expect that all of our students will participate in exciting learning experiences, opening minds, broadening their experience of already existing preferences and choices whilst developing new passions, hobbies and interests.

We expect that our students to have had exposure to and to have learnt from "the best that has been thought and said"

We expect that our students will have had the opportunity to experience feelings of awe and wonder developing their curiosity and feelings of responsibility.

All our students will have consistently and regularly participated in learning experiences that promote their spiritual, moral, cultural, mental and physical development.

How is this achieved?

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

We offer a holistic approach where learning takes place across the whole school site and throughout the entirety of the day, both in normal school hours and beyond these working school hours.

Students at Hill House rarely begin their journey with us at the start of the normal academic year. Students will begin their curriculum journey from different starting points, and many will have had significant issues with access to their previous curriculums. Baseline assessment is essential and a 3-month multi-disciplinary assessment of knowledge, skills, aptitudes and barriers to learning is undertaken on entry to the school.

From this baseline assessment we can begin to set meaningful targets for our students in line with our curriculum expectations

IEPs - each student has a range of IEP targets **linked to their overall EHCP Outcomes and our Curriculum Expectations**. These targets fall under the following areas.

Cognition and Learning – these include the academic and learning targets across the Lower School and 6th Form Curriculum

Communication and Interaction

Social, Emotional aspects of learning

Physical, Sensory and Personal Development

Preparation for Adulthood

These targets are recorded termly on the students IEP which can be found in their Master Care Plan. Each of the IEP targets are set and reviewed on a termly basis.

A student will have a termly IEP review meeting attended by the multi-disciplinary team and also the student where appropriate. At these meetings the team are able to determine whether a student has made above expected progress towards their target, expected, or below expected progress, discussions will be had as to how to build upon these targets or whether the target should be on-going.

The team are also able to look at factors that may have affected the success rate. Through termly analysis we are also able to reflect on the quality and suitability of targets which then informs future target setting

The targets are for the small steps of progress across the curriculum and are recorded in the students' IEP's. These are informed by the Hill House School Assessment Framework.

Teachers will use formative assessment daily to monitor progress and to revise or adjust these targets as necessary.

Each student has a 'Learning Journey' which captures the curriculum progress journey that they have been on since they arrived at Hill House. The Learning Journeys indicate the barriers to learning faced by the students at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the future.

Case Studies - These provide information about the student's baseline levels when they arrive at the school, which specific interventions have been implemented for the student and the impact that these have had on their progress.

The curriculum programmes of learning are designed so that subject based topics of study provide learning experiences which facilitate progress towards our wider curriculum expectations and the Students EHCP Outcomes. It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to consider 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 towards their Curriculum goals and EHCP Outcomes thereby securing understanding at one stage before moving on to the next. Through this, they can achieve the high expectations and the intent of our curriculum as a whole.

In KS3 and 4, literacy, numeracy, PSHE/RSE, science, thematic learning (including the arts and Humanities), MFL and Physical Education are given designated timeslots in the timetable. Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. Students at Hill House access formalised learning for 41 weeks p/a, enabling the 5 terms of study and an additional week to cover assessments, off site activities and whole school events such as Careers Week, celebrations and Special Days

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 continue to develop their independence and vocational skills

This post 16 curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, Land Science and Animal Care, Expressive Arts and an understanding of the world of work- and work-related learning - all of which are preparation for next steps into adulthood.

The post 16 curriculum leads to the students being able to realize and achieve nationally and internationally recognized accreditations e.g. OCR Life and Living Skills Award, the John Muir and Duke of Edinburgh Awards. The post 16 students are supported to and encouraged to communicate their preferred areas of study alongside the core subjects. The Individual subjects are adapted to consider the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.

Hill House Reading and Literacy

Overall ethos "to encourage engagement with, and to develop a love for reading"

At Hill House School, we are passionate about ensuring that all students are able to engage with books and the written word. It is our aim that our students are presented with the written word in such a way as to foster a love of reading.

Hill House Students – barriers to learning and literacy

ASD and SLD and the associated difficulties acquiring reading skills for these students
 The students having non-normative approaches to communication and learning
 All the students are working significantly below age related expectations in one or more areas of literacy whether it be accuracy, fluency or comprehension – the majority of our students are working significantly below in all three areas of literacy.
 Periods of time outside formal education, history of placement breakdown with negative experiences of learning
 Most of our students have not experienced any consistent teaching of reading and phonics prior to coming to Hill House School
 Reading being presented in such a way as to be perceived by the students as a high stakes demand
 A significant number of our students have developed their own approaches to acquiring language and words and these are effective for them, and they are naturally resistant to other approaches.
 Students who had developed compulsive or ritualised behaviours around books and the written word
 Fear of failure and anxiety around reading
 Special interests limiting the genre of fiction/non-fiction the student is prepared to engage with.

Our intent is to develop a strong phonic awareness and effective blending and decoding skills for those of our students who are learning to read. However also we recognize that different approaches towards the development of decoding skills works best for our students. We aim to enable students where appropriate to be able to understand letter sounds, blending sounds together to read and spell words and applying these skills across the curriculum. We recognize that many of our students are working at a pre-phonics stage or have over time developed their own strategies to access the written word, with our more able readers appearing to be Gestalt Language Processors using these methods and approaches to reading the written word.

What are Gestalt Language Process methods and approaches?

- Many GLPs are hyperlexic and can decode very easily, but then have difficulty with reading comprehension.
- Many GLPs are whole word readers and benefit from a "whole to part" approach.
- Some GLPs will read later and won't "catch on" to a phonics-based approach until they have progressed in their language development (self-generated language) and are processing words as units.
- Working closely with our speech-language therapist we identify what approach might work best for our students.
- Focus on reading for meaning as often these students have relative strengths in accuracy with weaker comprehension e.g. meaning over mechanics

This area of our understanding of language acquisition and processing is new and in constant development and we will be working with external partners such as SMARTBOX, UCL and ACORNS to produce action research on what methods and approaches best suit our GLP's.

We implement our literacy curriculum through dedicated timetabled lessons throughout the week delivered by our specialist SEN team, these lessons are also supplemented by a dedicated reading session which takes place weekly in the classroom or the school's library. Where appropriate students will be baseline assessed in relation to their understanding of and abilities with phonics. Each student has their own reading profile outlining their strengths and the challenges they face with reading and engagement with the written word. Students will also be set termly reading and literacy targets as part of their IEP. These targets will be reviewed at the end of each term and the progress celebrated in the students' learning journeys. Our approaches to developing reading and phonics are also informed by our Speech and Language Therapist who supports and advises on target setting.

We passionately believe that teaching children to read and write to support their expressive communication is one of the core purposes of our literacy curriculum. Our intent is for the Impact of this curriculum will support our students in accessing a broad and exciting curriculum, ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum, but we also aim to support the students generalize these skills "Out and About" in the community and to take them forward with them into adulthood. We also recognize that the development of this knowledge and skills also has a huge impact on student's self-esteem and enhances their cultural capital and future life chances

6th Form Curriculum

"As pupils move on to the sixth form, they benefit from the rich opportunities to work on land studies or participate in the Duke of Edinburgh's award scheme. Through their lessons they engage with the natural environment both within the vast grounds of the school and out on trips in the local area. Pupils achieve relevant accreditations which celebrate their achievements and successes. This helps them prepare for their next steps. Leaders advocate and plan rigorously for the transition on to a pupil's next setting to ensure they succeed." OFSTED Education Inspection MARCH 2024

Intent

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

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.

Land Based Science and Animal Care

This curriculum has been developed for our students who have a passion for conservation and agriculture and have the potential to explore and enjoy working in a land-based industry or with animals

By following our land-based science curriculum, students explore a wide range of topics, including plant biology, animal biology, environmental management and more. All these subjects give students a solid foundational knowledge and skillset, which they can use to build upon when they move on into adulthood. This curriculum is an ideal introduction to working with animals for our students who are seeking to explore this diverse industry; develop practical skills in animal husbandry and gain underpinning knowledge of animal-related topics.

Students will work with a range of animals inclusive of small mammals, farm livestock and exotic species. The curriculum also provides an opportunity for students to develop practical employability skills

OCR Life and Living Skills - Expressive Arts

Students will work towards achieving personalized individual targets in Expressive Arts which will contribute to their overall OCR Life and Living Skills Award. This curriculum will also support students to continue working on the range of IEP targets enabling them to realize their EHCP Outcomes.

Students will develop their confidence and performance skills through drama, dance, music stagecraft and using film in performance. Students will take part in music, drama and dance performances at different stages in the year. The curriculum also supports students with making good adult choices taking responsibility developing their confidence communication and their personal and social skills.

OCR

The OCR Life and Living Skills suite of Entry Level qualifications provide our 6th form students with high quality, nationally recognized qualifications. They are credit-based qualifications that provide valuable opportunities for our students to develop skills, gain underpinning knowledge and understanding and offers the opportunity for our students to progress to higher level units in the suite or to achieve units at the same level, where progression to a higher level is not possible.

The qualifications work for us as they have been designed for both students and mature learners, including those with profound and multiple learning disabilities. Over 140 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the needs and interests of the learner. This provides the opportunity to build a rich and varied personalized learning programme for our students in the 6th form. The suite of qualifications contains units suitable for learners working at different stages of the Entry 1 Achievement Continuum. These Foundation Learning qualifications are in the Regulated Qualifications Framework and appear on the Register of Regulated Qualifications.

Currently our students in the 6th form work on the "Life and Living Skills" Accreditation

John Muir Award

The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. It is an environmental award scheme focused on wild places. It is inclusive, accessible and non-competitive, that sets appropriate challenges for each of our college students. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration.

Duke of Edinburgh Award

The college curriculum will also support our students to engage and participate in the Duke of Edinburgh Award Scheme

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for, and completion of an adventurous journey

Curriculum Implementation

IEP Targets

Each student has a range of IEP targets linked to their overall EHCP Outcomes and also our whole school curriculum aims.

The targets are developed considering the student's EHCP, the individual's hopes and aspirations, their ambitious endpoints and recommendations from the therapy team

Each of the IEP targets are set and reviewed on a termly basis. A student will have a termly IEP review meeting attended by the multi-disciplinary team and the student where appropriate. At these meetings the team can determine whether a student has made above expected progress towards their target, expected, or below expected progress, discussions will be had as to how to build upon these targets or whether the target should be on-going. The team are also able to look at factors

that may have affected the success rate. Through termly analysis we are also able to reflect on the quality and suitability of targets which then informs future target setting.

The evidence of the implementation and impact of the progress towards these targets is shared using the students' learning journeys during the review meetings.

Where appropriate a student will be involved in their own target setting and assessment. IEP targets are integrated into lesson planning and assessed and updated on a regular basis and are shared with parents and authorities

The Learning Journey

Each student has a 'Learning Journey' which captures the journey that they have been on since they arrived at Hill House. The Learning Journeys indicate the barriers to learning faced by the students at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the remaining journey. Learning Journeys are reflected in the class and college displays and are also a key component of their Master Care Plan and used in annual review meetings to demonstrate progress. The learning journeys are reviewed alongside the IEP targets at the end of each term

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 regular Saintasability -sports coaching sessions, to off-site trips such as PedALL – inclusive cycling in the New Forest, Tile Barn Activity Centre for a range of outdoor activities and 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 Senior 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, Music therapist and our 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. We are developing a Nurture Network of the school as all of these professionals work together to support students.

Music lessons, music therapy and a range of therapeutic sessions add a further dimension for those that will benefit. Our Nurture Support Managers 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 for all students, 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 an optician. Health care and medical needs are identified and are recorded in the student's care plan and health record.

The general health needs of each student are monitored by the Care Managers together with the Team Manager in each home. Staff encourage and support young people to always maintain good personal hygiene. 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 a Care Manager. An internal team, overseen by the Consultant Psychiatrist, meets regularly to review medication safety as an audit group - MSAG.

The Therapy team is integrated with all elements of the school and on-site, consists of a Speech and Language Therapist, an Occupational Therapist, Senior Assistant Psychologist, 2 days per week on-site Clinical Psychologist, regular weekly clinic with Consultant Child & Adolescent 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 Nurture Support Manager (2 staff fulfilling 1 FTE), who liaise with care and therapy staff to ensure all staff are supported to learn from incidents and contribute to support plans and support strategies. We have a Well-being lead who works alongside the team to ensure individual's 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

We 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 celebration days and assemblies 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 use of electronic devices in education is filtered and monitored using an industry recognized 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 and Nurture

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 regarding 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.

"Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances."

Restrictive interventions, including use of reasonable force, in schools:
Guidance for schools in England (2026)

Some of our young people may exist in highly anxious states and 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 analyzed with reflection and detailed reporting to parents/carers and authorities, where appropriate. Each student 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 can 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. Parents are now informed in writing within 24 hours of any RPI needed.

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 if required, 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 can 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. Please see our Hill House School Behaviour, Support and Nurture Policy which is published on our website for more information

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

Caretech Head Office
4th Floor,
Parkview,
82 Oxford Road,
Uxbridge, England, UB8 1UX
Office: 01707 601800

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, 3 Care Managers, Site Manager and Finance Assistant, 6 Teachers, 8 Senior Teaching Assistants, Consultant Psychiatrist, Clinical Psychologist, Senior Assistant Psychologist, Speech and Language Therapist, Occupational Therapist, Nurture Support Team and Well-being Practitioner.

Residential staff comprises a Registered Manager, 3 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 Nurture and 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 Admin Manager, 1 Finance Administrator, 3 Administrators and 1 Administrator Assistant, and a core team of two Chefs, 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, Katherine 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)

The National Youth Advocacy Service
NYAS - Tel: 0808 808 1001

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