

# Specialist education and care services

## Hill House School, Hampshire

- Autism, SLD
- Challenging behaviour
- Complex needs





For over 35 years, Cambian has been leading the way in achieving outstanding results and providing high quality education and care for a very special group of children and young adults.

Hill House School has become recognised as a shining beacon of excellence where every child is supported to challenge the limitations of their autism and achieve a personal best.

Our interventions focus on education, stabilisation of behaviour and daily living skills so that our students are able to achieve independence, self-advocacy and confidence leading to a better quality of life.

I understand that nowhere will replace home for our students or residents, but we pride ourselves on providing a homely and welcoming atmosphere throughout our services. A visit will also give you an opportunity to talk to staff and see the environment first hand so please feel free to contact us and we look forward to meeting you soon.

**Kate Landells, Head**  
BSc (Open) CertSocSci (Open)



Hill House School:  
Our services at a glance



Teaching and learning:  
Aiming for a brighter future



A highly individualised approach:  
Helping our students achieve their personal best



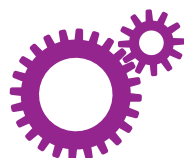
Positive outcomes for our  
children and young adults



Our environment:  
A home away from home



Tangibles outcomes in autism:  
Cambian's E-GAP



Inspiring stories  
Ben's story



Working in partnership



Cambian has a heritage of delivering 'Outstanding' education and care for students with autism. All of our schools and transition services are rated as 'trusted providers' by Ofsted and 'Clean & Green' by CQC.

Hill House School offers 52-week residential placements\* for students of both sexes aged 11+ with autism, complex learning difficulties and associated behaviours.

Our interventions focus on education, stabilisation of behaviour and daily living skills. We work to enable our students to achieve greater independence, self-advocacy and the confidence they need to pursue a bright future.

Our students come to us from other schools and centres which cannot fully meet their needs due to their complex difficulties and challenging behaviours. Their academic level and communication skills will vary, spanning a wide range.



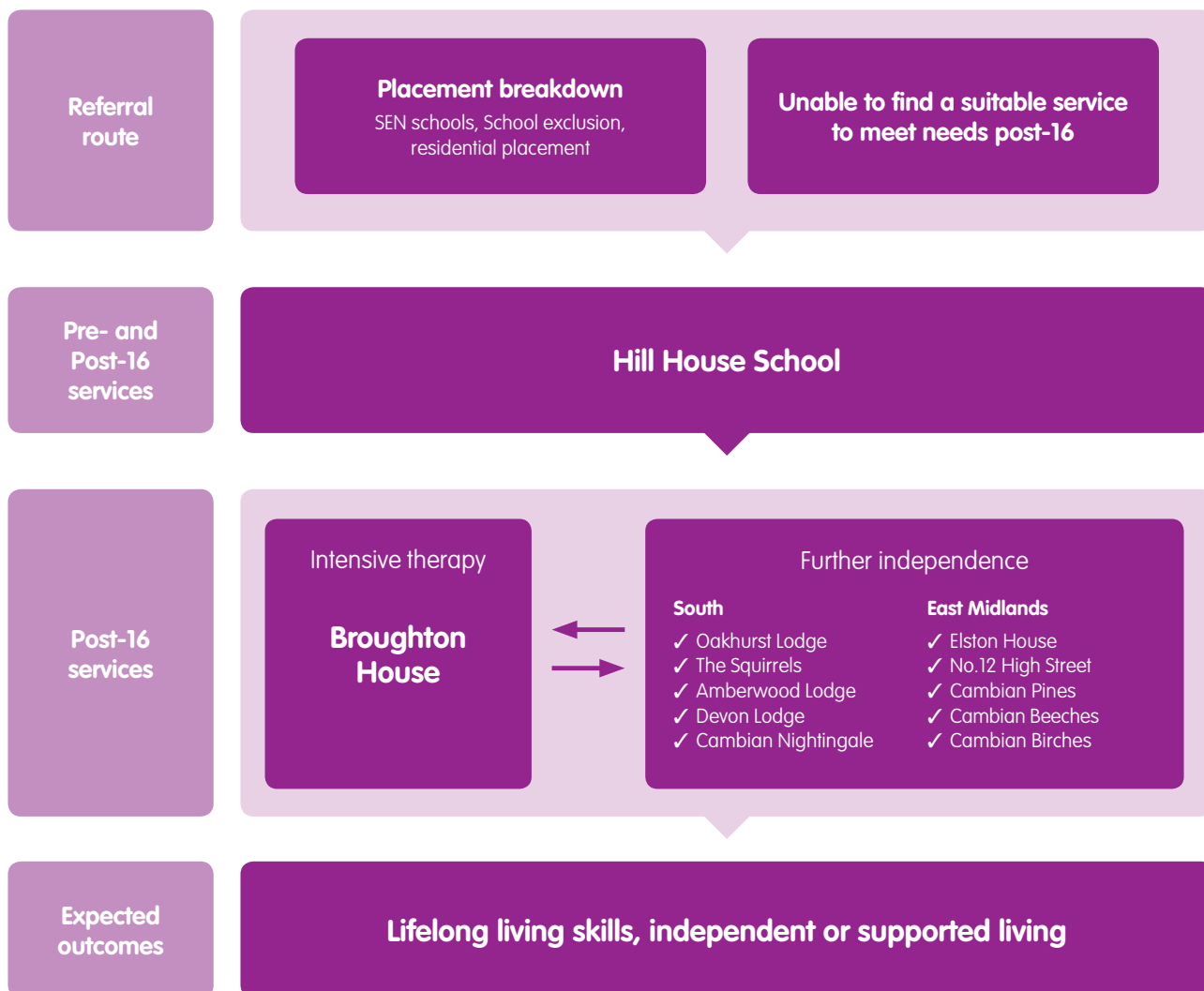
### Student profile

- ✓ Mixed gender, ages 11+
- ✓ Primary diagnosis of ASC
- ✓ Co-morbid conditions
- ✓ Complex needs such as epilepsy
- ✓ Challenging behaviour
- ✓ Learning difficulties
- ✓ Complex communication challenges
- ✓ Highly anxious states leading to behaviour change
- ✓ Likely history of multiple exclusions and placement/family breakdowns
- ✓ Issued with a SEN statement, ECHP or case handled by social care services



\*Day placements available at Hill House School only

# Hill House School: Referral route





# Teaching and learning: Aiming for a brighter future

Hill House School gives access to the full National Curriculum at an appropriate level through skill-based learning and a vocational life skills curriculum for older students. Our students are assessed using P-level and NC levels of attainment on an annual basis and reports are sent to parents and authorities on progress achieved.

**We offer a highly consistent environment and focus on communication skills with strong emphasis on self-management, independence and choice. Our communication strategies are supported by a wide range of symbolic and photographic materials such as visual clues, PECS or symbols of reference.**

Each class is run by a teacher, together with two teaching assistants and additional learning support staff to provide a minimum staff student ratio of 1:1. Students at Hill House School follow a broad and balanced curriculum that takes account of the National Curriculum Frameworks.

Individual subjects are adapted to take account of the needs, and starting points, of our learners. Tasks and activities are differentiated to enable all to make progress.

Throughout the age range, practical skills such as cooking, caring for the home and self-care are taught alongside, and through, the academic subjects.

Students also have the opportunity to access the community and skills of accessing amenities, developing leisure interests, shopping and outdoor pursuits are taught throughout the age range.

In post-16, particular emphasis is placed on life skills, developing independence, work-related learning/ vocational skills and household skills. Schemes of work across the full age range are integrated and highlight opportunities to teach the core areas of social skills development, communication, and the development of positive, socially appropriate behaviours.

**A range of teaching techniques is used as appropriate for each student including:**

- ✓ Elements of the TEACCH programme
- ✓ Individual Education Plan
- ✓ Communication strategies such as PECS, pictures, symbols or signing

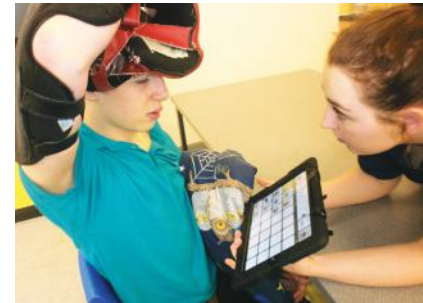
"Students are able to form positive, trusting relationships with a consistent staff team, who understand their needs. Anxieties are minimised and there are excellent outcomes."

Ofsted Report

# A highly individualised approach: Challenging the limitations of autism

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

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



## Our dedicated team consists of:

- ✓ Specialist teaching teams and support staff
- ✓ Care teams including key worker and Waking-Night staff
- ✓ Psychiatrists
- ✓ Psychologists
- ✓ Paediatricians
- ✓ Occupational Therapists
- ✓ Speech and Language Therapists
- ✓ Physiotherapists
- ✓ Nurses
- ✓ Nutritionist

## Our interventions include:

- ✓ Behaviour support plans
- ✓ Anger and anxiety management
- ✓ TEACCH programme
- ✓ Social education
- ✓ Speech and Language Therapy including vocabulary work, PECS, pictures, symbols or signing
- ✓ Sensory integration
- ✓ Intensive interactions therapy
- ✓ Fine motor sessions
- ✓ Equine therapy

## Life skills programme

- ✓ Communication
- ✓ Following routines
- ✓ Following instructions
- ✓ Decision-making skills
- ✓ Positive behaviour
- ✓ Taking part in activities
- ✓ Taking care of self and belongings
- ✓ Being healthy
- ✓ Staying safe
- ✓ Numeracy, ICT, Life files
- ✓ Budgeting skills
- ✓ Literacy skills



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

Ofsted Report



# Waking Curriculum: A total linked curriculum

Our Total Linked Curriculum offers a holistic approach where learning takes place across all waking hours and is based on the National Curriculum Framework.

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

The Hill House curriculum is realistic yet progressive. It is user-friendly to enable teachers to adapt, modify and personalise within their planning. Students also have the opportunity to access the community and are taught skills of accessing amenities, developing leisure interests; shopping and outdoor pursuits are taught throughout the age range. Each scheme of work is subject based and includes 'dimension' links which are based on the Care National Minimum Standards.

## The dimensions taught include:

- ✓ Wishes, feelings and views
- ✓ Promoting diversity and a positive identity
- ✓ Promoting positive behaviour and relationships
- ✓ Keeping safe
- ✓ Promoting wellbeing
- ✓ Leisure activities
- ✓ Educational achievement
- ✓ Promoting supportive contact
- ✓ Preparation for a placement and promoting independence

## In Post-16, particular emphasis is placed on:

- ✓ Life skills
- ✓ Developing independence
- ✓ Work-related learning
- ✓ Vocational Skills
- ✓ Household Skills





# Positive outcomes for our children and young adults

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

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

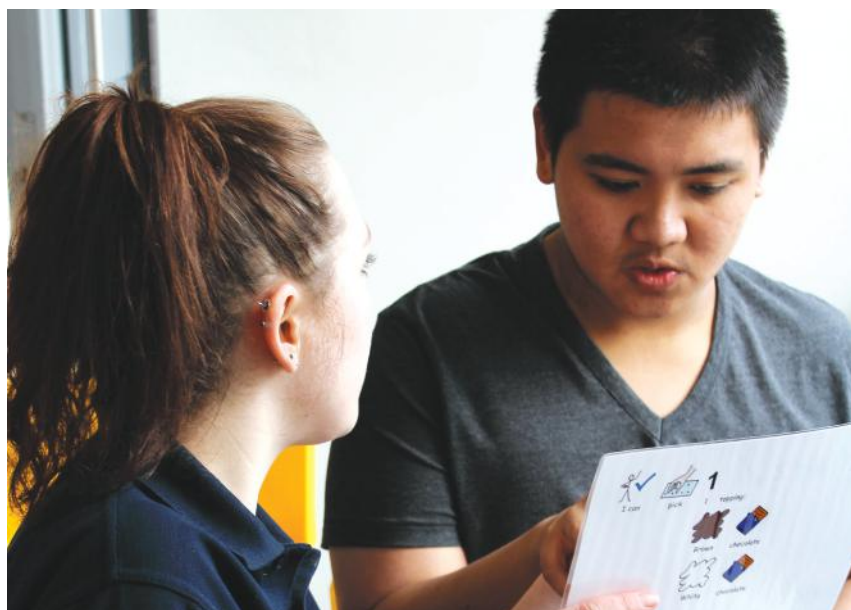
**At Cambian we measure our students' progress in a number of different ways:**

- ✓ **Cambian's E-GAP** (Education Global Assessment of Progress)
- ✓ **National curriculum levels**
- ✓ **Individual Education Plan targets** (IEP)
- ✓ **National accreditation achievement awards**
- ✓ **Behavioural and social** progress
- ✓ **School-based awards**
- ✓ **Economic well-being** (financial skills and work experience)

## Celebrating success

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

Positive outcomes



# Our environment

## A home away from home

"Our son is mostly calm and happy now. You can see by the way he interacts with all his carers and staff that this is his home."

Parent

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

We understand residential schools can never replace a students' home, but we make every effort to create a welcoming, family environment where they feel safe and comfortable.

In addition, our staff are caring professionals, who also demonstrate many of the characteristics of good parents.

They apply a gentle, yet firm and consistent approach providing the emotional and educational support our students need.

Hill House School has well-designed classrooms, sensory rooms and vast outdoor spaces with garden areas for our students to plant, explore and experience different sensory activities. Accommodation is offered in small living groups with a calm and friendly ambience.

For children and young adults with autism spectrum conditions, this variety of educational experience can be wonderfully therapeutic.

The satisfaction of working with nature combined with our active therapeutic input produce extraordinary tangible results.

These are valuable, hands-on experiences that help our students to understand more about their world and more about themselves.





Our environment

# Tangible outcomes in autism

## Cambian's E-GAP

In 2012, building on the experience of our 35 years of Cambian Schools working with autism, together with learning from across the wider Cambian Group we are delighted to be introducing **Education-Global Assessment of Progress (E-GAP)**.

**This has been designed to achieve tangible outcomes and to measure our students progress.**

This innovation is a first within the field of autism. E-GAP will become an evidence-based tool that will enable all of us to:

- Communicate more effectively between the professional disciplines, care/teaching and clinical who collectively look after each child and young person

- Set targets appropriate to the student's needs and measure progress. It works as a collaborative, multi-disciplinary approach with the child or young person being at the centre of all that we do
- Show transparency in achievements to parents, funders and regulatory bodies

**E-GAP effectively measures the progress of a student in ten dimensions key to their overall development.**

Each of these areas has a clearly articulated scale that allows the professional rating within any dimension to score the student at any given time. The score will drive learning/care and therapy plans and by combining the ratings of the ten dimensions, the model

### E-GAP Overview

Dimension Measured	Professional	Key Outcome Measure
Assessment of Learning	Teaching	Academic Achievement
Engagement in Learning	Teaching	Participation in Learning
Engagement in Waking Curriculum	Care	Ability to Transition
Activities of Daily Living	Occupational Therapy	Independence in Living Skills
Social Integration	Speech and Language Therapy	Social Appropriateness
Challenging Behaviour	Psychology	Reduction in Inappropriate Behaviours
Communication	Speech and Language Therapy	Communication Improvement
Sensory Motor Functioning	Occupational Therapy	Sensory Regulation
Mental State Examination	Psychiatry	Mental Wellbeing
Physical Health	Nursing	Physical Wellbeing

provides a score that reflects the student's level of functioning.

Social Integration is key to the progress of any child on the autistic spectrum. This shows how we split this dimension into its core elements and then within these, the areas that are measured to develop a score and therefore allow progress to be tracked.



Sub-category	Measure
Developing Relationships	Working Collaboratively/Co-operatively
	Friendships
Socially Expected Behaviour	Safety - Others
	Safety - Community
	Verbal Behaviours
	Non-verbal Behaviours
Positive Interaction with Others	Participation
	Sharing Basic Information
	Inclusion
Managing Familiar & Unfamiliar Situations	Personal Awareness
	Solving Social Problems

# We encourage our students to always aspire to achieve the extraordinary

## Ben's story\*

Ben came to Hill House from a school that could not meet his needs. His behaviour was extremely challenging. He was unsettled, anxious and would quickly become aggressive. At his previous school there were incidents of staff being injured and of windows being broken, creating an unsafe environment for Ben and other people. This made it difficult for him to have meaningful contact with fellow students or to work in the classroom. He had a history of not eating properly and looked thin and ill.

At home, Ben was unable to cope and he would often damage his parents' house and could be aggressive towards them. When travelling, Ben would be prone to outbursts and would be a risk to himself and those around him..

When he arrived at Hill House, Ben was reluctant to communicate. He found it hard to follow instructions and was often upset and anxious. Noise was stressful for him and he often wanted to be on his own, finding it difficult to remain in the classroom for more than a few seconds. He then wore ear defenders to block out noise. Often up to three or four staff members were needed to help him calm down or to make rooms safe for him.

The staff at Hill House developed an individual behaviour support and activities programme for Ben, based on a detailed analysis of his likes and dislikes, previous experiences, cognitive levels and reaction to different strategies. He received specialist input from the school's assistant psychologists, clinical psychiatrist, speech and language and occupational therapists, which helped to improve his motivation and engagement and to reduce stressful triggers.

With a great deal of support, his confidence gradually grew and his relationships improved. He became more comfortable in his surroundings and able to communicate his anxieties more appropriately. With staff support, he was able to follow elements of a timetable, improve his social and life skills including access to the community. Ben now participates in shared events such as parties and meals, is more willing to try healthy foods and has taken on more responsibility for his daily routines.

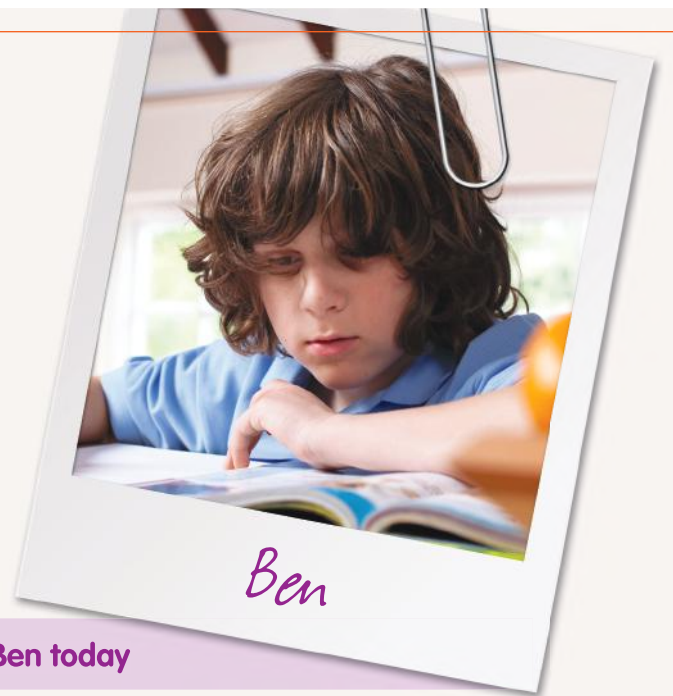
Although he still needs reassurance from support staff, Ben now has 100% school attendance and is helping to run the school tuck shop. Ben now welcomes his parents' visits and he is no longer aggressive towards them. He has come a long way, and is a healthier and happier young man.



\* Name has been changed to protect his identity.



# Ben's achievements and milestones



## Before joining Hill House School

Ben did not want to be around other people, he would spend time on his own.

Ben looked anxious and worried. He looked unhealthy.

Ben wore ear defenders to block out noise and soft slipper shoes as he would kick others.

Ben only ate chips and sausages. He needed staff to put them on a fork for him and he would often not want to eat.

Ben's behaviour would escalate very quickly needing the support of 4 staff. He targeted staff, students and tried to run off and kick windows.

Ben's speech was very difficult to understand and he would become upset quickly if staff did not understand what he wanted.

Ben was only able to visit a limited amount of places in the community and found crowded places difficult.

Ben didn't want to go to school and learn. He would often feel very frustrated and anxious.

## Ben today

Enjoys being around others and will initiate interaction. He will also take part in activities.

Looks healthy, is bright and cheerful. We can see Ben enjoys life. He often smiles and laughs.

Does not need to wear the slipper shoes and only occasionally needs to wear the ear defenders.

Accepts encouragement to eat a varied and healthier diet.

Has learnt to manage his own behaviour and to recognise when he is feeling anxious. He often just needs reassurance or support from 2 staff.

Has a clearer speech and he has learnt to use signs and symbols to communicate.

Is able to visit a wide range of places in the community and is more tolerant of the public.

Has 100% attendance at school and has studied 36 IEP targets primarily in the areas of PHSE and English. To date he achieved 89% of his IEP targets.

## Since joining Hill House School, Ben increased his:

Literacy reading skills by

**58%**

Literacy writing skills by

**47%**

Numeracy context by

**73%**

Numeracy handling data by

**47%**

Speaking and listening by

**34%**

\*Data relates to 2010 and 2011

# Community links

## Preparing our students for adult life

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

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

### Community links at Hill House School include:

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



College



# Working in partnership with parents and local authorities

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

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

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

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

## What people say about our services

### On communication

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

Parent

### On teaching and learning

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

Local Authority representative

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

Local Authority representative

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

Parent

## Key policy documents

Our policies are available for download at [www.cambianguroup.com/governance](http://www.cambianguroup.com/governance) or can be requested in print by contacting Hill House School on **01590 672 147**.

## Hill House School

To arrange a free assessment or to discuss a referral in confidence, please call us on **0800 138 1184** or email **[education@cambianguroup.com](mailto:education@cambianguroup.com)**

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

**[www.cambianguroup.com/makeareferral](http://www.cambianguroup.com/makeareferral)**



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

