

Clay Hill School Local Offer

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1. What does your service do?

Set in the heart of the New Forest, surrounded by landscaped gardens, Clay Hill School offers a safe and calm environment for children and young people aged 5-19. It provides the structure which supports young people and children with autism and possible associated learning and social difficulties to develop their social, educational and practical skills. Accepting only 9 day and 14 residential places the School's approach is to ensure that each one of its 25 pupils receive a highly personalised and qualitative provision offering full flexibility of day places, as well as residential boarding for weekly, term-time, and 52 weeks.

2. How are decisions made about who can use your service?

Most pupils who are referred to Clay Hill School do so through their Local Authority's SEN placement team, others join the school through parental requests. Even though many of the young people at Clay Hill have a Statement of Special Educational Needs that specifies the type of specialist education they need, a Statement is not essential to join Clay Hill.

Once a referral is made to the School, either from a LA or privately, the papers are passed to the admissions panel at Clay Hill School. The panel, consisting of the senior leaders of the school as well as a nationally recognised autism specialist, work together to ensure that the school is able to meet each child's needs through a bespoke programme of educational, therapeutic and social for development.



The School will assess a pupil against the admissions criteria, which are a combination of pupil specific, family and school environment factors. It is expected that the child will have a diagnosis of autistic spectrum disorder or evidence of behaviours and moderate to severe learning difficulties which are aligned to such a diagnosis.

3. How will school staff support the child/young person?

Class sizes are 3-6 young people in each class with a qualified teacher and a qualified learning support assistant as a minimum. However, the School recognises that some young people require 1:1 support in school and/or in the home. This level of intensive support can be provided if required.

Clay Hill School provides:

- Integrated care, education and therapy programmes developed to meet individual needs
- PECS, the Picture Exchange Communication System, utilised as an alternative and augmentative communication medium
- A TEACCH system throughout the school day with an individual education and care plan
- A comprehensive and intensive approach to the communication and language needs of the young people
- Learning Outside of the Classroom (LOtC) through Horticultural Curriculum, Forest Schools
- A positive ethos which identifies, celebrates and rewards success and progress
- Ongoing and progressive development of social and independent living skills as an integral part of the school's ethos
- Social Stories to help pupils to better understand the nuances of interpersonal communication so that they can interact in an effective and appropriate manner
- Full time education following a specially designed AS Curriculum in a dedicated school environment
- Emphasis on personal development and integration into the community
- A pathway towards gradual independence as appropriate for some young people



- High staff to pupil ratios
- Individual and small group therapies including psychiatry, psychotherapy, speech & language therapy and occupational therapy

Every child has a residential key worker and a school based tutor. They work in tandem to provide holistic support and education for the child as well as being a cohesive link between home, school, parent/carers and outside professionals. They are the point of contact and provide weekly feedback on the progress of each child group.

4. How will the curriculum be matched to the child's/young person's needs?

Education is valued as a central part of each young person's life at Clay Hill School. Clay Hill School provides every pupil with an engaging, relevant and differentiated curriculum based on their individual needs. The overriding objective is for each child to develop and achieve to their optimum ability.

Expectations for the pupils are to gain success according to their ability and the attainment of qualifications, as well as developing personal and social skills and confidence.

Clay Hill School staff will support young people in work experience and where possible mainstream colleges to access further education within the community.

5. Do you offer any therapeutic services?

The types of therapeutic intervention that are provided at Clay Hill include:

- Psychodynamic psychotherapy
- Colour/play/art therapist
- Occupational therapist
- Clinical psychologist
- Speech and language therapist
- Educational psychologist
- Family therapist
- Cognitive play/behaviour therapist

Should a specific consultation or therapy be required which is not available at Clay Hill then the services and input of local medical professionals linked to Clay Hill are accessed.



6. How does the school celebrate the success of children with SEND?

Most young people choose to stay with Clay Hill to follow a Post 16 Pathway and with the school's support access further and higher education in one of the local colleges take up an apprenticeship, or participate in work experience programmes in the community. Some young people leave the school at the end of Year 11 and move back to their home areas and into further education in local colleges.

We strive for all our young people to be confident, lifelong learners developing safe, independent living skills enjoying their community.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

Clay Hill School has a robust and accurate assessment process that tracks each child's progress in all areas of their educational provision. The outcomes of these assessments and the future areas for development are shared with parents/ carers and residential care home in the form of a school report at the end of each term.

All parents/carers receive weekly feedback reports on their child's progress from the Tutor and class teachers. Parents/carers are welcome to arrange a meeting with the school at any time during the school year to support effective communication between school and home in order to support each child.

At the start of each academic year, parents/carers receive full details of the curriculum topics that will be covered in the coming academic year, their child's Individual Education Plan (IEP) with specified objectives and other key documentation. Twice a year, the views of all stakeholders in Clay Hill School, including the pupils, are sought and the results shared.

Clay Hill School is proactive in encouraging regular contact between its young people and their families in accordance with their agreed placement plan. Regular events are held throughout the school year, both formal and informal. Parents/carers and other partners in the school are invited to attend.

8. What support will there be for the child's overall well-being?

Clay Hill School provides a highly experienced pastoral support team for all children. The team provides planned sessions that help the pupils to develop and practice strategies to be able to



manage and influence their emotional intelligences, reflection skills and social skills. Clay Hill School has a pastoral base and a specially equipped sensory room which children can access at anytime they feel that they need to take some time out or require additional support.

Every child has a pastoral plan indicating the level of support and the strategies that will meet with success. The aim is to ensure that the children are fully engaged in an active, healthy, enjoyable and safe bespoke programme that will help them to take control of their lives and in time make informed and positive choices regarding their future.

9. What specialist services, training and expertise are available at or accessed by the school?

All staff who work with the children at Clay Hill School are trained to a very high standard in order to be most effective in supporting the children to realise their full potential. The staff at Clay Hill School receive regular training from both in-house and external specialists, all designed to improve practice and improve the outcomes of the pupils.

Clay Hill School staff have accessed the following training in the last 18 months:

- ASD – Understanding the needs
- Introduction to Asperger's Syndrome
- Every Child Matters
- First Aid
- Basic Life Support
- Safe Handling of Medicines
- Advance Team Teach
- User Involvement
- Suicide prevention/self-harm
- Child Sexual Exploitation
- Anti Bullying/E-Safety/Cyber Bullying
- Sensory and Communication Integration Training
- Child Protection
- Managing Aggression
- Fire Safety
- Confidentiality and Data Protection
- Makaton Training
- Anaphylaxis
- Introduction to Health and Safety

10. How will children/young people be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

There is a strong emphasis on learning outside of the classroom at Clay Hill School, making the most of the New Forest and the picturesque, natural surroundings. All children will have opportunities to take part in trips to visit local towns, museums, places of interest and businesses. Children also access outdoor education activities as an integral part of their curriculum. Outdoor activities that are on offer include; horse riding, golf, fishing, cycling, climbing, kayaking, swimming, orienteering and forest walking/trekking. Horticulture and Forest Schools play an important part in our curriculum giving children an opportunity to discover the forest and learn new skills.

The school has a strong connection in their local community with links developed with local colleges, sport centers, charities and businesses.

Young people living in Clay Hill Homes have opportunities to participate in a variety of after school and weekend activities. Staff explore with each young person their personal interests and if there is not already an established activity, they will work to find access to this locally. Activities may include visiting the cinema, bowling, laser quest, gym activities, sports clubs, tennis, trampolining, gymnastics, youth clubs and youth organisations, fishing, swimming and go-karting.

Activities are organised within the local community, where appropriate, to ensure the young people have the opportunity to develop their social skills and access their community.

11. Does your school offer any outreach?

At Clay Hill School it is recognised that everyone is unique and has his/her own way of learning. The school acknowledges that attending a school doesn't work for everyone all of the time and a young person might need an alternative to school if:

- They are going through a period of poor physical health, or mental health
- They have had several school placements, including special schools that have failed
- They have an adverse reaction to attending school (Phobic)
- They find it hard to concentrate around other young people
- They are going through a period of particular trauma

The Clay Hill Outreach Programme offers young people a personalised, one to one learning programme, specifically tailored to meet the interests and personal learning needs of the learner. Alongside the core subjects of English and Mathematics they will be supported and encouraged to gain accreditation in whatever subject they choose to study.

As part of the Outreach Programme, learner accesses local facilities to ensure that they maintain a healthy and active lifestyle. Outreach students can choose an activity which is organised and staffed by the Outreach Staff, such as badminton, gym programmes, swimming, horse riding, golf and football.

12. How accessible is the school environment?

Clay Hill School is situated in the heart of the New Forest. The completely refurbished school buildings were once a stately country home offering large light, airy facilities. Wheelchair access is available on the ground floor.

Clay Hill School uses the Local Authority's translation service when necessary for communicating with parents whose first language is not English.

13. How will the school prepare and support the child for transition or the next stage of education and life?

Clay Hill School ensures that children get a positive start to life at Clay Hill through a well supported and structured transition and induction programme that includes an initial visit and tour, followed by meetings with staff and peers. All children are given a welcome book that contains key information about the school. For some children, who have been out of formal education for significant periods of time, staggered starts building up to a full timetable when they are ready can be adopted.

From the start of a placement the school plans for the child's future. In partnership with the child, parents, carers and Local Authorities the school ensures full support packages in transitioning children back to their home communities, to new schools or the next phase of education. Clay Hill staff can support in visits, trial days at new schools, or at interview for Post 16 College placements. The 14-19 curriculum at Clay Hill School aims to equip the children with the skills and independence to move on effectively onto the next phase of education and independence. Clay Hill School has developed a Post 16 provision for children who are not ready or suitable to move into a mainstream college, this is supported by a semi-independent living close to the school and local colleges.

14. How is the decision made about what type and how much support the child will receive?

Before a child starts at Clay Hill School a multi-agency meeting is held with the parents, carers, social workers, the young person and the Local Authority to identify and agree the level of support and provision the child needs. After a short period of time all parties, including the child, will meet for a second time to review the results from the school's screening and baseline assessments and to evaluate the proposed strategies to ensure an effective and successful placement. The Annual Review of the statement and other parent meetings are regular opportunities to review each child's provision and their progress.

15. Do you have a children's/young person's council?

Clay Hill School encourages children to have a voice in how the school is run and how it can improve. The school council have representatives from all age groups and meet regularly throughout the year. The school council have influenced many of the school's procedures and programmes, from designing the menu for lunch to designing the school uniform, as well as taking a lead on an anti-bullying campaign throughout the school.

16. Does the school provide any specialist equipment (e.g. Sensory)?

There are many areas specialist areas within Clay Hill School. Our sensory room, therapy rooms and pastoral support area are equipped with vast resources to meet the children's needs. The extensive garden grounds of the school offer low level trim fit trail as well as swings and secure outside play area to encourage healthy exercise.

17. How do you support young people to move onto the next stage of their life?

Clay Hill School offers a range of packages for Post 16 students dependent upon the needs of the individual. The school recognises that, at the age of 16, not all young people are ready for the transition back to their home area or to attend a local college. Clay Hill School supports students between the ages of 16-19 in developing further independence skills, life skills and continuing in full time education. Each package is tailored to each individual with a mix of the following:

- College courses, part time/full time (supported by Clay Hill staff)
- Core skills subjects
- Life and Independent skills courses accredited through ASDAN
- Work based training, work experience and supported employment programmes

A detailed transition process underpins the Post 16 provision with a clear pathway plan leading to agreed goals and targets. All post 16 students will continue to receive relevant pastoral and therapeutic support, with a focus on moving towards self determination and independence.

In addition, as part of their steps towards autonomy and independent living, a number of young people are offered residential accommodation in care provision for young adults. Staff are available throughout the day and night to support each of the young people in accessing further education, work experience and apprenticeships whilst enjoying the security of friendly advices and guidance available through sheltered living.

18. Where do young people go when they leave your service?

Young people on leaving Clay Hill School progress onto a variety of pathways, including residential, the world of work and further education and training. The school ensures through review that each of these pathways is progressed if and when appropriate. The school has demonstrated positive outcomes for its leavers over several years.

Get in touch

To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Clay Hill School, please contact our dedicated enquiries office today on **0845 277 4679**.