

Parental Information Sheet
January 2021

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Registered Office: 80 Hammersmith Road
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Registered in England No. 01929428
A member of the PRIORY Group

MISSION

To support you to develop a positive pathway to success. To provide you with a safe place to live and a fun place to learn. To encourage and challenge you to achieve well, in ways that meet your personal needs. To encourage you to have self-worth and a positive opinion of yourself.

Our aims:

- To develop and enhance abilities, giving appropriate guidance with realistic expectations.
- To plan flexible and varied individual education programmes promoting academic and life skills in a supportive learning community.
- To have high expectations of all pupils so they make academic progress and attain to their maximum potential.
- To manage behaviour consistently, clearly defining rules and boundaries and using rewards and sanctions to demonstrate the consequences of actions.
- To demonstrate the importance of acceptable and appropriate behaviour, including equal opportunities issues.
- To help pupils develop strategies to cope with conflict, anger, stress and anxiety.
- To motivate pupils to assert themselves in a positive way whilst respecting the rights and sensibilities of others.
- To encourage interaction with others, promoting participation and teamwork and building self-esteem and self-reliance through a broad range of approaches.
- To promote awareness of self and others by developing relationship building and communication skills; thus helping pupils to recognise and share feelings and by offering spiritual and moral guidance and understanding of British values.
- To build and develop a partnership between the home and school, which is reflective of the school's team approach.
- To develop positive links with the local community.
- To prepare pupils to thrive and be successful in adult life.

See also the Statement of Purpose, the School Prospectus and associated North Hill House School documents and policies that contain similar information and statements (full copies can be provided on request.)

Ofsted, Department for Children, Schools & Families, Every Child Matters, Local Safeguarding, careers agencies, Health & Safety Executive, Team-Teach, Qualifications & Curriculum Development Council, Engage, National Association of Independent Schools & Non-Maintained Special Schools, Priory Group websites and others may be helpful for background information.

ADMISSIONS CRITERIA

North Hill House admits children and young people aged 6-19 years on the Autistic Spectrum. The pupils are generally high functioning but we have an array of pupils with very complex academic and social needs and a very flexible service to accommodate these needs. We are increasingly seeing pupils who have very varied academic and social profiles that can also be very 'fragmented'. These pupils may need a very linear timetable that has bespoke elements to it.

Prior to placement, all pupils have the opportunity to come to the school and have a visit. Should they wish to spend any time in the classroom they are more than welcome. We also welcome visits from parents and commissioning officers. Our Assessment Co-ordinator will also collate information from parents and the pupil's current or most recent academic placement.

This information will be considered by the Head of School and teaching and therapy teams if required. From here we can outline whether we can meet the needs of the pupils and put this in writing. This process can occur within a few days should a rapid response be required.

BEHAVIOUR MANAGEMENT (including Exclusion)

At North Hill House School the strengths of our approach are that, on an individual and a group basis, it provides:

1. clear boundaries and structures;
2. predictable responses (using behavioural techniques) from staff who work in a consistent manner;
3. cognitive work through reflecting or presenting behaviour and performance.

Adaptations to this approach are made to reflect the differing needs and disabilities of each individual pupil. The atmosphere provided at North Hill House School is one of assurance and confidence where a pupil's efforts are privately and/or publicly acknowledged, where frequent praise is given and, if criticism is necessary, it is used in a constructive manner which provides positive alternatives.

The staff at North Hill House School seek to provide a safe and healthy environment for all pupils. They are aware that many pupils have challenging behaviour and difficulties in controlling their own behaviour. It is, therefore, imperative that staff are qualified and trained and careful attention is given to the strategies created for the behaviour management of pupils. The school uses an approach called Team Teach and all staff are given training in this aspect. This approach seeks to avoid the need to physically restrain pupils. The de-escalation techniques are taught with the aim of ensuring that when pupils are displaying behaviour that could result in danger to themselves or others, effective strategies can be used to calm the situation without resorting to physical interception. However, it is recognised that there will be times when pupils need to be held for their and others safety and on these occasions, the specific techniques of Team Teach will be used.

The school reserves the right to issue fixed term exclusions in response to serious incidents. Permanent exclusions would not normally be issued, however, in extreme circumstances, this could be considered in consultation with all stakeholders.

CURRICULUM POLICY

A full copy of the curriculum policy is available for inspection on each site. Our curriculum has three key aims:

Linking learning together: How we organise the learning for our children and young people to enable engagement, access and meaning to their studies across and within subject disciplines, in the school and the wider community and within themselves as they continue to grow emotionally.

Enhancing the learning experience: How we create a *zest* for learning within lessons, learning sessions and beyond by creating a flexible structure which improves access to a wide range of learning opportunities and outcomes and enables our children and young people to sustain their own life-long learning.

Enhancing the learning journey: How we link teaching and learning to wellbeing, understanding the emotional intelligences and barriers of our children and young people and develop what we know and understand about them, through a comprehensive suite of assessments, to best provide for their individual needs.

During the education day the curriculum is based on pupils having individual education programmes within a timetable structure. Assessments of pupils' ability levels are made on entry and the results of these are used in deciding specific teaching programmes. Pupils in Years 7, 8 and 9 are offered subjects of the National Curriculum. In Years 10 and 11 there are option choices that include taking GCSE, BTEC courses, Functional Skills or Entry Level and following life skills programmes such as Acentis. Pupils also have the opportunity to take college courses as appropriate to their needs and abilities. Each pupil is placed in a tutor group and the tutor has responsibility for monitoring the progress and updating the targets of each pupil. The tutor also works closely with the member of the care team who has specific responsibility for the pupil (keyworker) to ensure that there is a consistent approach to the support provided.

The school supports a waking curriculum. This means that throughout each day, during school time, evenings and weekends, activities are planned that increase pupils' learning opportunities and experiences.

TEACHING & LEARNING POLICY

A full copy of the teaching and learning policy is available on each site. Basic principles of teaching and learning are:

- Lessons based on using assessment information on pupils' prior learning.
- Clear learning objectives for each lesson.
- Variety of teaching approaches to suit pupils' differing learning styles.
- Positive feedback to pupils on their efforts.
- Use of information and communication technology as appropriate.
- Clear expectations of behaviour during the teaching day.
- Individual teaching as appropriate, including interventions.

SAFEGUARDING, WELFARE AND HEALTH & SAFETY ARRANGEMENTS

Priory Education Services, the Head Teacher and staff at North Hill House School fully recognise their responsibility for ensuring the safety and wellbeing of the pupils in their care.

Safeguarding is of paramount importance. The Head Teacher is the designated safeguarding lead. Any member of staff who has a safeguarding allegation made against them, where all other alternatives have been considered, may be suspended on full pay, without prejudice, pending a full investigation. The school's safeguarding local procedure is available on our website.

The school has a dedicated health and safety officer and all staff undertake a health and safety course. As part of the staff induction programme all staff are made aware of the key provisions of the Children's Act 1989 (and 2004 update) which concern our work (Ref. The Children's Act 1989 Independent Schools) and of the procedures for reporting concerns for a pupil's safety. The school's safeguarding policy is available on request.

All staff listen and take seriously all disclosures/allegations made by pupils. Any member of staff who has evidence or concerns that a pupil is being put in danger or at risk, or is suffering physical, emotional or sexual abuse, either within the school or outside the school, including in his/her home, completes a Concern for Pupil Safety form. This is immediately passed to the school's designated safeguarding lead who, together with the deputy designated safeguarding lead, will decide on the most appropriate action to take.

This will often involve referral to either DSL, MASH and Ofsted. All concerns about a pupil's safety, pupils' complaints and incidents are logged on our computer systems. The school is, therefore, able to track whether what may appear to be an isolated incident or complaint is in fact part of a more serious issue to pattern of behaviour.

The school's Anti-Bullying procedure is available on request.

SPECIAL EDUCATIONAL NEEDS

North Hill House School is part of the Priory Education & Children's Services schools and is a specialist educational setting where the children and young people attending are almost always in possession of a transitional SEN Statement, a Statutory Education or a Health and Care Plan which has been agreed by families and all agencies involved.

The Code of Practice (2015) states that Education, Health and Care Plans/Statement of Educational Needs are integrated support plans for children and young people with SEN from 0-25 years of age. They are focussed on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

North Hill House School is committed to working in partnership with education, health and care professionals to enable pupils to achieve their academic potential and successful transition into adulthood.

North Hill House School makes provision for a broad range of special educational needs within the school setting, based on a needs-led assessment. These include autism; behavioural, emotional and social difficulties; communication and language difficulties; and moderate learning difficulties. Our pupils often have compounding complex needs and these can include additional needs such as sensory impairment or mental health needs.

North Hill House School believes that:

- All pupils have the right to access a wide range of learning experiences that reflect their needs, abilities and interests.
- The learning opportunities and experiences provided for pupils should allow them to be successful in achieving understanding and skills.
- All pupils have a right to access a suitable programme of learning.
- The views of pupils about their education and the views of parents (or carers) about the education of their children receive should be sought and taken into account.
- Each pupil has the right to be valued for their culture, religion and their different style of learning.
- All pupils should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

COMPLAINTS PROCEDURE

The school's complaints procedure is available on our website. This gives clear timescales for the management of any complaint; together with details of the provision for a hearing to be held before a panel should this become necessary.

EXAM RESULTS

Students at North Hill House School are encouraged to work towards a range of academic and vocational qualifications and accreditation. Young people follow accredited courses that include:

- GCSE
- BTEC
- Functional skills
- Entry level
- ASDAN
- Cambridge National Award

The school has a sustained track record of students achieving accreditation and making a successful transition to further education.

In 2019, there were five Y11 students. Of the four students who sat formal examinations:

100% achieved a GCSE / Functional Skills qualification in English
75% achieved a pass in English at grade 4 -9 / Level 2
75% achieved a GCSE / Functional Skills qualification in Maths
75% achieved a GCSE / Functional Skills qualification at grade 4-9 / Level 2
50% achieved a double award in Science at grade 4-9
50% achieved five or more GCSEs at grade 1-9
50% achieved six or more qualifications

Two students are now following A Level courses and a further two are in post-16 education.

STAFFING

- **Senior Leadership Team:**
The senior leadership team is made up of senior leaders from education and care and all are experienced and qualified in their respective fields.
- **Academic staff:**

North Hill House School employs teachers who are experienced working with pupils with a range of special needs. In addition, they are qualified and experienced to teach their specialist subjects and key stages.
- **Education & Care Support Staff:**

Support staff cover both education and care domains. They work closely with both teaching and therapy teams to meet the needs of the young people at North Hill House School. They receive on-going training throughout the year and work towards a qualification in their areas of expertise.
- **Therapist Staff:**

There are 4 qualified Therapists, each fully qualified in their area of expertise, who are led by a senior therapist. The team consists of 2 occupational therapists, a speech and language therapist and a counsellor.

- **Admin, Support Services and Ancillary Staff:**

The Admin, Support Services and Ancillary staff work across the whole school, providing administrative, catering and facilities support across all areas. Again, they are 100% qualified in their individual areas of expertise.