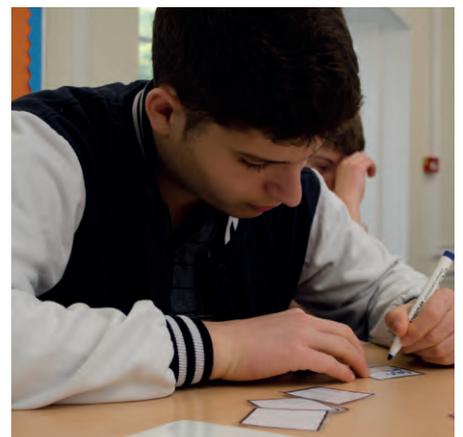


Prospectus

Clay Hill School

Clay Hill, Lyndhurst, Hampshire, SO43 7DE

Principal: Karen Gaster





Welcome to Clay Hill School

“Good in all areas inspected including pupils’ achievement, pupils’ behaviour, quality of teaching, health and safety and leadership and management.”

Ofsted, June 2014

Clay Hill School is an independent, specialist day school providing education for up to 25 young people aged 5 to 19 years with Autistic Spectrum Conditions (ASC), Prader-Willi Syndrome (PWS) and associated complex needs. Residential care can be provided at our on-site residential home for up to 14 young people either on a weekly, termly or 52 week basis.

We provide a warm, welcoming, relaxed, yet structured environment, which encourages children and young people to develop social, educational and practical skills to enjoy and achieve.

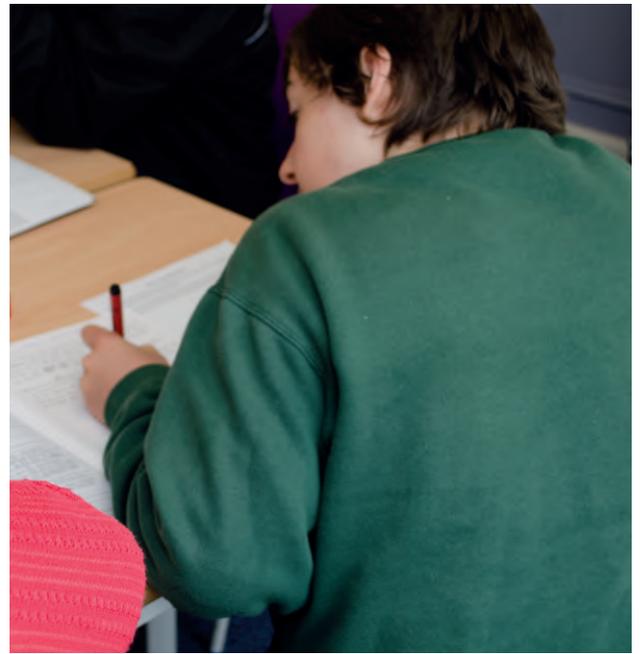
Karen Gaster
Principal at Clay Hill School

Mission Statement:

To create a safe and secure environment in which individuals are enabled to achieve their full potential by providing them with diverse learning opportunities.

Our primary function and aims:

- **To work closely with and value the views of pupils, parents and staff thereby establishing a successful partnership between home and school**
- **To create an atmosphere based on mutual respect and to be able to offer a secure and stimulating environment where young people can celebrate their achievements, build on their strengths and grow in confidence, understanding, knowledge and skill**
- **To provide skills for life opportunities that will be stimulating and meet the individual needs of pupils**
- **To encourage interaction and communication with others, promoting participation and teamwork and building self-esteem and self-reliance through a broad range of approaches**
- **To support behaviour consistently, clearly defining rules and boundaries and using rewards and consequences to demonstrate the outcome of actions**
- **To work with multi-professional groups to enhance the quality and provision for our pupils**
- **To develop positive links with the local community.**



We provide:

- TEACCH system throughout the school day
- Integrated education, care and therapy programmes for all children
- A consistent and structured approach
- Appropriate peer group and curriculum
- Social and living skills curriculum
- Highly qualified and trained staff
- Some students may be on a 1:1 ratio
- Day school as well as 52 weeks, 38 week, and weekly residential provisions as required
- A comprehensive and intensive approach to the communication and language needs of the young people
- Therapeutic input from a dedicated therapy team
- Small teaching groups of up to 6.

Admission criteria:

The school will assess a pupil against the admission criteria, which are a combination of pupil specific, family, and school environment factors:

- **A diagnosis of autistic spectrum condition or evidence of behaviours which are in accordance with such a diagnosis**
- **Assessment of Prader-Willi Syndrome**
- **A possible learning difficulty within the mild to moderate range**
- **Adequate physical ability to participate in a physically demanding programme of learning**
- **No reported adverse medical conditions or factors**

Clay Hill School can meet the needs of children with autism, Prader-Willi Syndrome and associated complexities. The school accepts that children may have challenging behaviour as a result of difficulties with communication and social understanding.

A vital element of the admission process is to ensure that the needs of the child referred can be met and that their admission does not have a detrimental effect on the well-being and safety of others. Children whose special needs are characterised by behaviours that severely challenge and those who are assessed or proven to pose a significantly high risk to other children, will not usually be considered for placement.



Admission process:

Step 1

A description of the child's special educational need will match the admission criteria

Decisions about the school's suitability for the child are made by drawing on the conclusions of a range of reports and information, as well as on the assessment carried out by the school.

Step 2

Senior managers from Clay Hill School will arrange to meet the child, their parents/carers and teachers and will review in detail any additional paperwork associated with the education and care of the child

An offer of admission cannot be finalised until the completion of a full evaluation. If a child is offered a place at the school, they may remain until the end of the academic year in which they are nineteen, or they may leave at an earlier point depending on their local authority policy and arrangements.

Step 3

An offer of a placement is made which will include an assessment of the pupil's initial response to their experience of the Clay Hill School model

Our on-site residential accommodation can provide emergency and limited respite residential placements in the case of a child who is already attending the school on a day place basis. This provision is however, dependent on the number of residential children at the time of need.

Step 4

The pupil will be offered a place at Clay Hill School and a review meeting schedule is agreed.





Making a positive contribution

Clay Hill School has been created to help young people stabilise their behaviour and begin to make positive choices. We intend to support young people to learn, achieve and fulfil their interests, maximising their potential for a better future. We aim to meet the individual and changing needs of young people and provide routine and structure, which allows them to feel safe and cared for, enabling them to build relationships and make informed choices.

We provide consistent teams of mixed gender staff who are considered to be positive role models for the young people at Clay Hill.

We ensure the involvement of young people and their families and the importance of their involvement in decisions is evident in our planning and consultation. Our aim is to assist young people to successfully deal with significant changes and challenges, develop enterprising behaviour and positive relationships.

They are encouraged to understand the range of cultures and beliefs that exist within the school, home, local and wider communities.

Consultation

All of the young people at Clay Hill School have the opportunity to attend a children and young persons' weekly meeting, and are offered the chance as a group to contribute to many areas in relation to the school setting, such as potential issues around bullying and our policy in this regard, activities, routines, finance and menus. Following these meetings, any points raised are shared across the school and acted upon as necessary and the outcome is recorded.

This does not negate the opportunity for an individual to discuss their concerns with staff members. Key Worker sessions enable young people to discuss their problems individually. Each residential student has a Key Worker file where meetings and achievements are recorded.



Being healthy

In line with the Children Act 1989 and the Children Act 2004, we aim to provide services that ensure young people are encouraged to take responsibility for their own health and wellbeing, supported and guided by staff. Our policy and direct practice at Clay Hill School will uphold the principles of ensuring young people are:

- **Physically healthy**
- **Mentally & emotionally healthy**
- **Understand the need for personal hygiene**
- **Safe and know how to keep themselves safe through education and information, lead healthy lifestyles and are aware of risks from smoking, drugs, substance and alcohol misuse, underage sexual activity and infections**
- **Building and sustaining mutually healthy relationships with their peers, family and supporting adults.**

A full medical history and individual needs will be discussed on admission and met by agreement, including special dietary needs and other requirements.

Further information can be found in our suite of Policies and Local Procedures available on request.

Staying safe

It is the responsibility of every member of staff at Clay Hill School to protect the young people in their care and provide an environment where they feel safe from abuse in all its forms.

Our intention is to help all the young people at Clay Hill School take control of their lives and make informed, positive choices regarding their future.

To achieve this, we try to help them build meaningful and appropriate peer and adult relationships with whom they can emulate.

Our intention is to use the least intrusive method to change behaviour and make a situation safe whilst giving the young person the maximum amount of choice and control they can handle. Any physical intervention or positive handling strategy we employ, is seen as a last resort, when de-escalation techniques have failed. All our staff are trained in the Team-Teach method of behaviour support and interventions.

For further details please see our policy and procedures on 'Positive Handling' and 'Behaviour Support'.

Anti-bullying

An anti-bullying policy is in place and this is vigorously enforced. All staff work closely together to ensure bullying issues are taken very seriously and are dealt with immediately, informing the Head Teacher if it occurs.

Achieve economic wellbeing

Young people are fully supported and encouraged to look to their future positively through day-to-day conversations, key worker sessions and children and young people's meetings.

Our behaviour support system includes appropriate rewards for achievements.

Young people are supported in undertaking a variety of life skills training courses and to look at choices in employment and career prospects in line with Children (Leaving Care) Act 2000, and the Children Act 2004 in working to 'Achieve Economic Well-Being.'

Internal placement plans ensure that any psychological, psychiatric, or other professional intervention is activated. Annual, interim and looked after child reviews also give young people the opportunity to raise issues.





Enjoyment and achievement

Education is valued as a central part of each young person's life at Clay Hill School.

Clay Hill School complies with all current regulations and standards. The school has links with the community including mainstream schools.

Clay Hill School develop systems to prepare young people to function within the wider society and for appropriate transitions at the optimum time to transfer into adult services, or on to further education where appropriate. There are systems in place to assess a young person's emotional and social needs on entry and throughout their placement.

Clay Hill School has programmes in place for each young person which are specific to their needs and which will maximise their achievement and personal development. They will benefit from the best possible preparation for life.

Clay Hill School has clear training policies which demonstrate its commitment to staff development, the school works to a clear development plan which incorporates an improvement plan and has an holistic statement of life skills and educational aims.



Recreation

A high priority is given to providing a full experience for all our young people with regular social and educational visits occurring throughout the year.

These may include things like visits to swimming baths, a gym, bowling alleys, cinemas, horse riding, museums, cycling etc. The school also has facilities to grow our own vegetables, plants, and herbs.



Post-16 education and work experience

Clay Hill School staff will support young people whilst doing work experience and they will also have the opportunity to access mainstream colleges as further education and will be accompanied by the staff of Clay Hill School.

Promotion of children and young people's participation in recreational, cultural and sporting activities

Recreational, cultural and sporting activities are one of the biggest tools we use to help build self-image, self-esteem and relationships. Young people are encouraged to participate in a variety of activities according to their interests and to help with areas of their development.

Clay Hill School organises a range of activities from board games to team sports and on occasions higher risk activities such as outdoor pursuits.

The activities on offer are discussed on a daily basis with the children and young people and their participation encouraged.

Young people who have a particular interest are also encouraged to take part in activities by joining an off-site club or society in the local community.

In order to facilitate these activities, Clay Hill School has its own transport and provides funds for young people to participate in either organised activities or community organised activities.

Arrangements for consultation with the children and young people

Young people are regularly and routinely consulted. Each young person at Clay Hill School has a Key Worker who will meet with them on a weekly basis to discuss their recent progress, success, problems and concerns. Part of this would include any area, which they believe would improve their quality of life.

Routinely, young people are asked to comment on the services we provide and the choices of food, activities and facilities, which feature highly in their feedback.



Fire precautions and emergency procedures

Clay Hill School has a comprehensive alarm system fitted. Every room has a detector fitted using either smoke or heat detectors as appropriate, and the alarm system is regularly serviced and checked along with all the fire fighting equipment. The local fire brigade regularly inspect the premises and all recommendations are carried out. All staff on site receive appropriate training in evacuation procedures and the use of fire-fighting equipment.

Procedures for dealing with unauthorised absences

Young people absent themselves from adult supervision for a variety of reasons. In determining our response to these absences we need to act according to the individual risk assessments completed on each young person, bearing in mind any recent, relevant occurrences that may have influenced their decision making process. These circumstances, coupled with the young person's risk assessment status, whether that is low, medium or high risk, will determine the actions to be taken by staff and the timescale of those actions.



Contacts between a young person and parents, relatives and friends

Clay Hill School will help young people to maintain, promote and develop all positive relationships with their families, other significant adults and friends after arrival. This will be achieved by regular contact, whether that be in person, by letter, email or telephone. Key Workers have an important role to promote and maintain these relationships, particularly when they are under strain.

Religious instruction and observances

At Clay Hill School, every effort will be made to enquire into the religious and cultural background of each child prior to admission. According to the information that is available, steps should be taken to enquire where and how the young people will be able to practice their religion in a manner appropriate to his or her age and what facilities need to be made available at Clay Hill School, including dietary considerations.

"The well motivated team are consistently providing good quality care."

Ofsted, March 2014

Dealing with complaints

Clay Hill School's definition of a complaint is a written or oral expression of dissatisfaction or disquiet. It may arise as a result of an unwelcome or disputed decision, concern about the quality or appropriateness of services, delay in decision making about services or about their delivery or non delivery.

Young people are encouraged to comment on the level and type of care and education they receive at Clay Hill School, in formal Key Worker sessions, meetings and statutory reviews, but are also listened to in less formal and structured settings. All their comments are taken seriously, as they alone know what it feels like to be on the receiving end of the service we offer. By listening to these comments, they influence the way they develop and are looked after. This will help the young people to take more responsibility for their life and actions.

There is a comprehensive complaints system which young people and their carers are made aware of prior to and on admission and subsequently during their stay at Clay Hill School. This is monitored by the Principal and is part of the Ofsted Inspection.

For ease of information Ofsted, who are the regulators and inspectors responsible for the registration of Clay Hill School, are based at:

Ofsted,
National Business Unit,
Royal Exchange Buildings,
St Ann's Square,
Manchester,
M2 7LA
Telephone: 0845 640 4040



Reviewing placement plans

Prior to admission at Clay Hill School, each young person has an Individual Placement/Education Plan, based on their assessed needs and the objectives of the placement. It is the responsibility of the Tutor in the Education team, in close liaison with the Key Worker in the Residential team, where applicable, to implement and monitor these plans on a day-to-day basis. The effectiveness and appropriateness of the placement will be assessed against the young person's development as a result of these plans.

These plans should include the aims and intentions for the young person in their care in the following areas:

- a. Educational needs and targets**
- b. Health needs and health promotion**
- c. Cultural, religious, language and racial needs**
- d. Behaviour support plan, including a risk assessment**
- e. Social and emotional development**

Each of the above areas should be broken down into methods for achievement, comprising of a series of short-term achievable goals, with a monitoring system.

The purpose of a review is to ensure that the young person's welfare is safeguarded and promoted in the most effective way throughout their stay at Clay Hill School. At a review, the young person's plan will be monitored, their progress assessed and noted and the plan amended as necessary, to reflect any significant change.



Details of therapeutic techniques

We offer Speech and Language Therapy, Occupational Therapy, Music Therapy, and Art Therapy. We also access other professional therapists as and when required. All programmes are continued and worked on throughout the education day.

Anti-discriminatory practice

We believe that every individual at Clay Hill School; staff or young person, has the right to be treated with respect and dignity. Individuals will be encouraged to

maximise their talents and be successful in their endeavours, regardless of their race or gender. All staff and young people are encouraged to challenge any comments or practices of a discriminatory nature as being unacceptable. This is especially relevant to racial or homophobic taunts and any form of bullying.

Clay Hill School encourages all members of its community to appreciate the richly diverse nature of society and the value and contribution each individual has to make. Our aim is to educate young people that it is an individual that matters, not their assumptions based on race, gender or stereotyping.

Clay Hill School will make all reasonable efforts to meet an individual's needs arising from any religious or cultural obligations.

For further information please refer to the Priory Equal Opportunities Policy.

Get in touch

For more information about Clay Hill School, please contact us today.

Call: 02380 283 633

Email: clayhillschool@priorygroup.com



PRIORY

**EDUCATION AND
CHILDREN'S SERVICES**

A REAL AND LASTING DIFFERENCE FOR EVERYONE WE SUPPORT