

Parental Information Sheet

May 2018

The following information is for Clay Hill School, which is part of the Priory Group.

Head Office:	Priory Group 80 Hammersmith Road London W14 8UD Telephone: 0845 2774679
School Address:	Clay Hill School Clay Hill Lyndhurst Hampshire SO43 7DE Telephone: 02380 283 633
Proprietor:	Priory Education Services Ltd Munstead Heath Godalming Surrey GU7 1UW Telephone: 01483 892 061
Governance:	On this site Governance role is led by Rob Page Regional Operations Manager
Head Teacher:	Michelle Stone



Clay Hill School

We strive to create a safe and secure environment in which individuals are enabled to achieve their full potential by providing them with diverse life learning opportunities. Clay Hill School is committed to providing a safe, nurturing and structured environment which encourages young people to develop social, educational and practical skills so that they flourish, enjoy and achieve.

Our Aims

- ✓ Work closely with and value the views of pupils, parents and staff thereby establishing a successful partnership between home and school.
- ✓ 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
- ✓ Provide skills for life opportunities that will be stimulating and meet the individual needs of each of our pupils.
- ✓ Encourage interaction and communication with others, promoting participation and teamwork and build self-esteem and self-reliance through a broad range of approaches.
- ✓ Support learning and behavior consistently, clearly defining rules and boundaries and using rewards and consequences to demonstrate the outcome of actions.
- ✓ Work with multi-professional groups to enhance the quality and provision for our pupils.
- ✓ Develop positive links with our local community.

Our Ethos

- ✓ We have an ethos and atmosphere that is conducive to personal growth within a safe environment free from abuse in its many forms, including bullying and disrespectful behavior.
- ✓ We believe that if a child cannot learn by the way we teach, then we must teach in a way that the child can learn.
- ✓ We are determined to ensure all our students leave with an enduring foundation for life and their future. We want them to have the qualifications, skills and values that they need to live safe and fulfilled lives

See also the Clay Hill documents and policies which contain similar information and statements (full copies can be provided on request). In addition further information can be found at the following locations:

Ofsted, Dept for Children Schools and Families, Every Child Matters, Local Safeguarding, Connexions, Health and Safety Executive, Team-Teach, Qualifications and Curriculum Development Agency, National Autistic Society, Children's Workforce Development Council, Engage, National Association of Independent Schools and Non-Maintained Special Schools, Priory Group websites.

Admissions

Clay Hill School is an independent, specialist day school providing education for young people aged 5 to 19 years with Autistic Spectrum Conditions (ASC), Attachment Disorder 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, develop their ability, share new experiences and reach their full potential.

Clay Hill School can meet the needs of children with autism 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 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 and associated time frames

A pre admission screening will be carried out by a member of the senior management team. This is usually completed within 24 hours to assess the schools ability to meet the young person's needs. This screening will take into consideration the young person's Education, Health and Care Plan (EHCP), Educational Psychologist reports, academic reports, risk chronology, current presenting risk legal status, intended short and longer term outcomes, availability of provision within our school and the sites ability to meet the young person's needs.

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

Positive Behaviour Management (including exclusions)

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, including restrictive physical intervention, 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.

It is universally accepted that consistent experience of good teaching promotes good behaviour. However, schools also need to have positive strategies for managing pupil behaviour that helps pupils to understand their school's expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies must be applied fairly and consistently by each member of staff.

The School follows the LEA and national guidelines on positive handling and uses the Team-Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff receive training and refresher courses at regular intervals.

The school reserves the right to issue short term exclusions in response to serious incidents. Permanent exclusions will only ever be used in extreme circumstances, with consultation with all stakeholders and the widest range of possible alternatives will be sort to avoid any form of exclusion.

Curriculum

Clay Hill School curriculum is characterised by breadth and relevance to our pupil group and also by differentiation and progression for the individual learners and cohort groups.

We aim to provide consistent, personalised and structured learning opportunities throughout the school day, including the use of outdoor education, after school activities and homework.

Since many of the pupils attending the school require a bespoke and structured curriculum, we design each curriculum to introduce the opportunity ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable pupils to remain in the learning environment where they can work in small groups. We maintain high expectations of pupil's success in a wide range of fields and seek to provide every opportunity to develop pupil's potential and encourage them to achieve at the highest possible level.

Teaching and Learning

Teaching and Learning is central to the School's purpose as a place of learning.

Our teaching and learning procedures reflect our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

At our school, we define learning as the process of building new concepts, knowledge, skills and attributes through a variety of experiences;

- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications
- The development of personal characteristics
- Making sense of the world around us and discovering where we fit into it
- A continuous, lifelong process of personal development
- Fun and imaginative

Safeguarding, Welfare and Health and Safety Arrangements

Priory Education Services and the staff at Clay Hill School fully recognise their responsibility for ensuring the safety and wellbeing of all children in their care.

There are five main elements to our local procedure:

- Ensuring we practice safe recruitment in checking the suitability of staff to work with children.
- Raising awareness of Child Protection issues and equipping children with the skills needed to keep themselves safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused. This support is provided in accordance with their agreed individual plans.
- Establishing a safe environment in which children can learn and develop.

The school has dedicated Level 5 Safeguarding Leads who, with the team of Designated Safeguarding officers will ensure that we:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

All staff listen and take seriously all disclosures/allegations made by pupils. Any member of staff who has evidence or any concerns that a student 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 the home, completes a Concern for Pupil Safety form. This is immediately passed onto the school's Designated Safeguarding Officer who will decide on the most appropriate action to take.

This will often involve referral to LADO, 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 or pattern of behaviour.

The school's local Safeguarding procedure is available on our website. The school's Anti-Bullying Procedure is available on request.

Health and Safety Co-ordinators and site representatives are involved across the site and form part of the staff induction programme. All staff will be made aware of the key provisions of the Children 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 student's safety.

Special Education Needs

Clay Hill School is part of the Priory Education Services group of schools and is a specialist educational setting where children and young people attending are almost always in possession of a statutory Education, Health and Care Plan which has been agreed by families and all agencies involved.

The SEN 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 focused on achieving outcomes and helping children and young people to make a positive transition to adulthood, including into paid employment and independent living.

Our aim is to ensure a clear, coherent way to provide for the special educational needs of our pupils in order to develop independent and emotionally healthy learners. Children have special educational needs if they have learning or behavioural difficulty which requires special educational provision which is additional to or otherwise different from the educational provision made generally for children of their age. These additional needs may include the following:

- Social communication difficulties (such as ASC).
- Emotional, Social, Mental Health
- Cognitive and Learning.
- Speech, language and communication difficulties.
- Sensory, physical and/or medical needs.
- Identified ability (able, gifted and/or talented children).

**Please note this list is not exhaustive.*

At Clay Hill School we cater primarily for children diagnosed as being on the autistic spectrum and the associated challenges that can often accompany such a diagnosis. In order to support all of our young people through their education we have a number of strategies embedded within the school to provide a safe nurturing environment, these include, higher levels of staff support and ratio, individual target setting and a personalised curriculum offer.

Outcomes and Exams results

Academic year 2015-16

9 students:

- 5 x English Functional Skills Level 1
- 2 x Maths Entry Level 2
- 2 x Maths Entry Level 3
- 2 x Maths Functional Skills Level 1
- 1 x Maths iGCSE (Cambridge)

Academic Year 2016-2017

10 students

- 3 x English Functional Skills Level 1
- 3 x English Functional Skills Level 2
- 3 x GCSE English Language
- 1 x Maths Entry Level 3
- 3 x Maths Functional Skills Level 1
- 1 x Maths iGCSE (Cambridge)
- 2 x GCSE Maths
- 1 x GCSE Science
- 5 x Step Up to English Silver

Academic Year 2017-2018

20 students

- 4 x Science ELC
- 6 x Step Up to English Gold
- 1 x English Functional Skills Level 1
- 2 x English Functional Skills Level 2
- 2 x GCSE English Language
- 10 x Maths ELC
- 2 x Maths Functional Skills Level 1
- 2 x Maths iGCSE (Cambridge)
- 3 x GCSE Maths
- 2 x GCSE Fine Art
- 1 x GCSE Food Preparation and Nutrition

Complaints Procedure

Clay Hill School fully recognises that it has responsibilities to all children, their parents and carers, placing agencies, employees and community at large. This document is designed to make it easy for matters of concern to be raised.

The school aims to promote an atmosphere of mutual trust where concerns can be raised and addressed without fear of retribution.

Where concerns are raised they are addressed promptly. The school aims to achieve efficient, effective resolution, embracing the opportunity to develop and improve practice where need is indicated.

The school's Complaint Procedure is available upon request. This gives clear timescales for the management of any complaint; together with details of the provision for a hearing to be held before an independent panel should this become necessary.

For further information, please visit our website: Click here to view:

<https://www.priorychildrensservices.co.uk/find-a-location/clay-hill-school-hampshire/>