

Hill House School



Annual Report for Parents

Hill House School 2017 - 2018

Ofsted – Outstanding in Social Care and Outstanding in Education

Overview of our School Year 17 -18

We ended our last report with another ambitious list of developments for us all. Our list included:

- Linking up with sister schools regarding accreditation and joint learning experiences for more able students.
- Creating video based learning journeys for each curriculum subject
- Creating holistic learning journeys across education and care
- Education Parents Evenings – Parents and House Managers on behalf of Parents
- Implement the new Music Zone
- Create a student website and 'Hill Tube' for our young people to access
- Open 6th Form Common Room
- Further develop Vocational Learning
- To create and implement a whole year focus plan on Wellbeing across the student and staff community
- To further Develop Let's Eat offer providing a tasty and nutritious menu and an inviting environment.
- Sibling Day
- Elkan training for Care staff to build on effective student communication skills.
- Staff Room upgrade
- Continued focus on providing individual homes that are welcoming and happy spaces.

As you will read in this report some of these have been achieved and some are still in progress, due for completion in this forthcoming school year. Our whole school approach has continued to be one which integrates and empowers the team at the school. We are acutely aware that every day is an Ofsted day and that is our mantra – that our daily practice and service for our children is transparent and collaborative and that it 'lets the light in'. Indeed, it welcomes it.

As ever I am indebted to the staff team at Hill House - their professional and caring approach has shone throughout the year. Our overarching aim continues to be one that focusses on Wellbeing for Students and Staff and to that end we have employed a Wellbeing Practitioner whose sole purpose is to focus on just this. For the first time in 3 years and 10 months, we have used a very small number of agency staff to supplement the fulltime team. These staff have been allocated to individual houses – 3 staff on the day team and 2 staff on the night team and these 5 staff have already started to

build relationships with us at Hill House. We continue to maintain a very robust safer recruitment process to ensure that we are welcoming the best people to our team.

This Annual Report for Parents outlines the broad range of activities and academic achievements that have filled the months of the last school year. I hope you enjoy reading them. Meanwhile we look forward to continuing to support, inspire and challenge our students and staff so that as a team we are continually seeking to achieve our individual personal 'bests' – and we look forward to the journey ahead during 2019!

On behalf of the Senior Management Team, I would like to thank you as ever for your continued support and I continue to be grateful for your feedback and comments.

Kate Landells

Head

September 2018

Achievements during the School Year 2017-18

Achievements from September to December 2017

Harvest Festival

All students from across the school came together to celebrate Harvest Festival. During the morning students followed visual recipe cards to make their own bread and gathered food items together to make up Harvest boxes for the local community.

In the afternoon the school came together in our allotment to celebrate what they have grown and produced. Our local alpacas also joined us for the service which provided a great opportunity to share our celebrations with our neighbours!



Roche Court Trips

This term there have been two whole day trips to Roche Court Arts Centre. We worked with Roche's education team prior to the visits in order to plan out the days

Students enjoyed exploring the sculptures, looking at and feeling a variety of different textures and colours

Students then came together in the afternoon to work collaboratively and produce their own piece of group art



Careers Week

Our annual Hill House careers week provides a valuable opportunity for all students to learn about the world of work. A range of workshops are held throughout the week. This year students visited the RNIB and learnt how their team saves lives and were able to explore the equipment that they need. Students also took part in a car mechanics workshop where they learnt how to change a wheel, top up the oil and check everything is working well.

Other events included a clay making workshop with a local artist as well as a visit from Zoo Lab where students learnt how to care for animals



AQA Awards

This term students have continued to have the opportunity to work towards a range of AQA unit awards. These have covered topics and skills from across the curriculum including achievements out and about in the community and also within whole school events. An amazing



203 awards were achieved and we are still waiting for more to be accredited

African Drumming Day

This term we held an African themed curriculum day. All students had the opportunity to take part in a range of activities throughout the day. These included an African art workshop, an African drumming workshop and the opportunity to prepare and cook a range of traditional African dishes.

“African Activities” a local music group visited for the day and provided a drumming workshop for the students. They transformed the hall using African materials and flags and brought with them a variety of drums and percussion instruments

Students were able to play or dance along to the beats and at the end of the day there was a special session for everyone to join in together

The workshop was a very happy occasion where students learnt to follow a beat. A very valuable music experience for all



Cambian Art Competition

As part of the African themed day students had the opportunity to take part in an African based art workshop.

Each student worked on a different component of a work we have named `A Piece of Me` using a variety of print techniques. It was a collaborative experience with the opportunity for every student in the school to make a contribution and add a `Piece of Me`

The finished piece was then entered into the Cambian Art Competition



Treehouse Interactive theatre company – Snow White

This term we saw the return of the Treehouse interactive theatre company who performed their version of Snow White for the school. Students had the opportunity to meet the actors before hand and to choose a role that they would like in order to take part

Students dressed up in costume and got ready for their moment

The whole school came together and sat in the hall to watch the lively performance

Students enjoyed joining in with the songs and watching the story unfold

A fun and interactive experience for all and a great achievement for many students who were able to stay for the whole performance



DT at Brockenhurst College

Sixth form students have continued to have the opportunity to practise, generalise and apply their skills in Design Technology in a community setting. Working collaboratively with Brockenhurst Mainstream Sixth Form College, students have had the chance to go and work in their workshop each fortnight

Students have worked alongside the Brockenhurst tutor and have been learning new skills such as plumbing and brick laying

Bushcraft

A new group of students have had the opportunity to attend Bush craft sessions each fortnight at a local out and about centre. Students spend the day learning a range of survival skills including how to build a shelter and how to identify different plants and flowers. Students also have the opportunity to prepare and cook their own lunch on the open fire. The sessions have provided the chance for students to also work on team work skills as well as working towards a QCF accreditation

Talentino conference 2017

Our sixth form tutor and vocational lead had the opportunity to attend this year's Talentino conference which was based on the concept of 'Same and Different'

'Same and Different' is a model designed by Talentino to show the many aspects necessary for a young person to achieve their potential. It highlights how all young people have aspirations and a need for greater independence.

This year's Talentino conference had speakers from large businesses who are striving towards closing the huge gap the country currently has for people with special needs in the employment industry, companies such as The National Grid and Sainsbury's.

There was also an opportunity to hear from young people who had completed internships within these companies.

The two staff that attended reported back that the experience was extremely valuable and they have now been able to plan out, following the conference, what the next steps are for the sixth form;

- Onsite Enterprises
- Snack Shack – Back in the summer – Until we reopen students to complete an AQA award in food hygiene
- 'Hill House pop up' – Charity shop, students can chose the role they want to play in this enterprise from the behind the scenes of sorting, pricing and stacking to advertising and cashier
- Helping hands – Helping with jobs around Hill House from receiving deliveries to rolling cutlery for our 'just eat' café

- We would also like to encourage students to use the telephone as a way of communication across the site
- To continue to source local links within the community via the local community magazine 'The Bridge'

Oily Cart

We were lucky enough for the Oily Cart team to return to Hill House this term with their incredible performance of 'Kubla Khan'



'Welcome to the world of KUBLA KHAN, a multi-sensory pleasure dome that you can touch, taste and smell. From the sounds of a sitar to the feel of a flowing river, experience the temperatures and textures of Coleridge's acclaimed poem as the aroma of incense drifts by...'

The Oily Cart production team joined us at Hill House for two days in October. They transformed our school hall into a multi-sensory space, bringing with them a wooden flowing river, incense smelling smoke machines and an array of brightly coloured costumes and musical instruments

Students were enticed into the hall with the excitement of new sounds and smells. A member of the team introduced themselves to each student and got to know them by finding out what they enjoyed and what they were good at

Each student was then invited to come and sit by the river in their special chair and then the experience began

To the sounds of a Sitar and the smells of the Middle East, students explored water, sand and bubbles as they were taken on a very special journey

Students and staff alike were mesmerised, taking in the music, singing, costumes and sensory experiences. At the end of the performance each student received an `award` from the emperor. A special acknowledgement and song was performed and tailored to each student's individual achievements... there was not a dry eye in the house.....a truly magical experience for all!



Christmas Carol Service

The whole school had a wonderful afternoon on 20th Dec. It was our annual Christmas Carol Service at the local church

Many students walked up to the church and as we arrived the beautiful sound of the harp welcomed everyone in

We were joined by parents and visitors as well a guest singer and choir

Carols were sung, music was played and everyone enjoyed being together and celebrating the traditional side to Christmas

After the service everyone was invited back to the school for mince pies and non-alcoholic mulled wine. Our sixth form students had worked hard to prepare a craft sale and `pop up` shop which was very popular with all our visitors and which raised £50 for charity

The afternoon was a great success with nearly all students managing to make the transitoin to the church



Achievements from January to April 2018

Football coaching with Southampton Football Club

Southampton FC wanted to celebrate their partnership with us for Autism Awareness Week. They put together a release on their work in the community and wanted to include Hill House;

For the past two years Hill House have had the wonderful opportunity to work alongside coaches from Southampton football club as part of their "SaintsAbility" accessibility programme. The weekly sessions have been inspirational for many of our students as week on week they have continued to make what Lee, Rob, Mike and Elliot the fully badged up Saints coaches described as "amazing" progress with their footballing skills.

The students taking part have been able to move on from what at the beginning involved mastering simple passing, dribbling and shooting skills to now being able to take part in actual games in which passages of play are realised, and many a goal scored too!!

It has been a privilege to work in such close partnership with "Saints Ability" and it has been fantastic to see the students gain so much from this coaching, which not only allowed them to better their skills at football but gave them experiences to continue to develop their skills of communication and social interaction. It is also clear that the sessions have contributed to the students' levels of confidence, independence and self-esteem. Most of all it is clear that the students have great fun in these sessions and really look forward to our Monday mornings together!

Education Team INSET Day at Roche Court

In January we were lucky enough to spend our INSET day at Roche Court Sculpture Park. The aim for the day was: 'To immerse staff in the spirit of the sculpture and the landscape'

The team enjoyed a tour of the park and then spent time with the Roche Court Team looking at how our students can explore each sculpture using a range of multi-sensory items

The day was a great success and being able to work collaboratively with Roche Court provided the team with a wonderful opportunity to share experiences and ideas

The education team completed an evaluation at the end of the day;

"It has enlightened me to different perspectives and approaches and brought us closer together as a team"

"I got many ideas about how to work with art across the curriculum"

"It's been a fantastic introduction to the new term – getting everyone's brains started up positively and filling our minds with fresh inspiration for future projects"

Music for Autism

We had another wonderful musical day with a visit from Derek Paravicini. Every student came and joined in and many students made requests for their favourite tunes. Derek played everything from ABBA to Bach! Students were invited to come and play alongside Derek which was a great opportunity to practise those keyboard skills

The day provided so many magical moments and was a lovely time for everyone to spend time together



MFL days

Students have been learning about Germany in their MFL days. Lessons have encompassed opportunities to practise greetings and key words, learn about the cultures of Germany and sample a range of German foods

Many students learnt how to say "hallo" and "Wie geht es dir" and enjoyed greeting their friends each week



World Book Day

This year on March 1st on a very snowy day , we celebrated 'World Book Day' . The event is an UNESCO initiative that aims to celebrate both books and reading and our students achieved this by exploring different books suggested for 'World Book Day' , making masks and colouring in characters from the books. Students also designed a National Book token and completed different activities related to the books explored

Our students particularly enjoyed coming to the school library and exchanging their book token for a book of their choice



Safer Internet Day

The theme for this year's Safer Internet Day was 'Positive Connections'

Students learnt about positive connections and how to use the internet safely. Each student was encouraged to use their own tablet to complete a range of activities including a positive communications jigsaw

Students also made and sent an e-card to a member of their family or a friend

Students worked on the following skills;

I can show understanding of yes and no`

I can express what I like and dislike`

I can attend an adult led group activity and respond to others contributions`

I can sit in a small group and listen to what others have to say`

I can communicate Ideas in simple signs, phrases`

I can show awareness of how to join in different situations`

I can ask questions about the meaning of unfamiliar words or ideas`

I can show that I can understand what is safe and what is dangerous (when using the Internet)`

I can use words signs or symbols to show that I disagree with something or think that it is wrong and express my views`

I can show some awareness of what e-safety is`



Digital Music Day

The theme for our Digital Music Day was:

‘CREATING DIGITAL MUSIC / MUSIC VIDEO’

Activities were linked to the curriculum subject areas of Computing, Music and PSHE

The aim of the day was; **‘To create a piece of digitally based music in groups to promote reusing or recycling plastics or reducing plastic use or waste’**

Students used a range of equipment and software including, the ‘Purple Mash 2 sequence’ programme, the interactive whiteboard table, musical software on individual tablets, audio and video recording software, voice changer apps and keyboards

Students worked towards AQA units awards in the following areas;

‘Using ICT in a Creative Context’

‘Introduction to Digital Music Organisation’

‘Group Composition and Digital Performance’

‘Introduction to Digital Music Production’

‘Making a Digital Music Track’



PEDALL off site cycle event

We have a wonderful link with the New Forest Inclusive Cycling Group. They have visited Hill House several times bringing with them a range of adapted cycles. All students have enjoyed trying out a variety of bikes and whizzing around our hub

The next step for some students was to generalise their skills and confidence out into the community

This term some students attended two off site PEDALL events in the New Forest

Art Based Curriculum Days

This term we held two art based curriculum days;

Kubla Khan inspired day

Following the Oily Cart production of Kubla Khan at Hill House last year, students had the opportunity to drop into the art room and try their hand at various water and oil based printing techniques. The finished pieces were assembled into a large scale collaborative wall collage shaped like the Kubla Khan River, inspired by the poem and recent visit from the oily cart production group





Anthony Caro paper like steel inspired day

Following a training event that our art and curriculum co-ordinator and one of our assistant team managers attended at Roche Court, they then worked together to plan this sculpture based art day.

Students learnt about the British artist Anthony Caro and had a go at making their own arts and crafts out of paper in class based activities before coming to the art room where they were able to have fun imitating the same paper making processes used by Caro in some of his most famous works

Sixth form newspaper

This term our sixth formers have been busy creating their first sixth form newsletter!

Everyone made a contribution and students collected information about a range of topics including the weather, the trips that they had taken part in, what they had been cooking and all the sixth form news

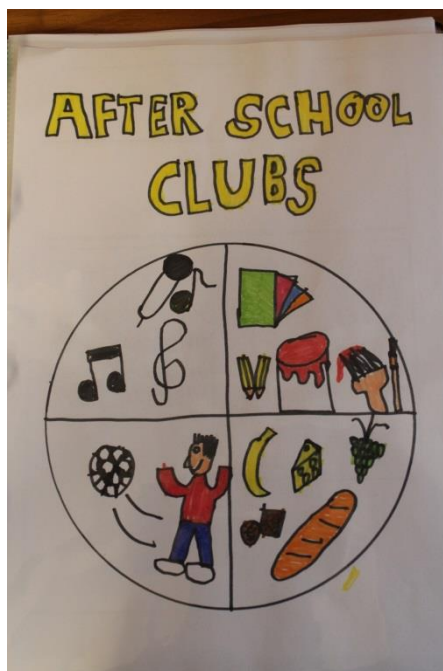
This was a great opportunity to practise IT skills and the newsletter has been shared with visitors and parents



After School Clubs

The Hill House after school clubs have gone from strength to strength. This term students had the opportunity to take part in art club, music and dance club, sports club and our food explorers club

These offer the chance for students to extend their learning beyond the school curriculum topics and to generalise existing skills. They also offer an opportunity for students to come together and have fun



AQA awards

This term students achieved a staggering **441** unit awards

Students gained accreditation across all curriculum subject areas and awards included;

Reading and understanding common signs and symbols
Recognising items associated with personal hygiene
Recognising letters of the alphabet
Social interaction: turn taking
Cultural experiences

Hill House Wellbeing Day and End of Term Achievement Assembly

The day dawned breezy and wet, but this did not deter us at Hill House and we were soon making our way up to the Juniper Hall where our Assistant Psychologist, Mihaela, took us all through some simple yoga positions and relaxation techniques. This was amazing and really relaxing and set us all up well for the day ahead. We made our way to Brockenhurst, deep in the Rhinefield Ornamental Drive. The coach parked at Whitefield Moor and some students and staff went for a walk in the Forest whilst others went down to Blackwater Arboretum where they were treated to a 'live' wood carving by Richard Austin before a walk around the Arboretum. We now have an original Owl sculpture which we will enjoy at Hill House. A healthy break of smoothies and fresh juice was supplemented by a delicious range of home baked goodies and coffee from Helen Howells, courtesy of the Forestry Commission. This was a wonderful treat and very much appreciated!

Back at Hill House, we enjoyed a beautiful harp recital from our wonderful music therapist, Owain. Our cook Alison and Domestic Manager, Tina created a lovely Wellbeing Picnic lunch comprising hummus and crudité's, lentil crisps, pesto pasta with spinach and pinenuts, fresh fruit jelly, seaweed thins and melon slices and much more.

After a short break, we all attended the end of term Celebration Assembly where our students came up to collect their Certificates of Achievement for the Spring Term. What an amazing range of activities and awards!! Freshly baked hot cross buns from the Brockenhurst

Bakery were enjoyed by all alongside a slide show with some great action pictures. What a busy term we have had and how lovely it was to celebrate it together.





Parent Consultation afternoons

This term we introduced parent consultation afternoons. These were a chance to focus on the educational achievements and the progress made by our students and for teachers to be able to celebrate this with parents.

Each teacher along with Kirsty Marsden (Lead Speech and Language Therapist) met with parents and focussed on the following areas of discussion;

- Evidence of the progress made and how we assess this – how we use classroom monitor
- Evidence of work including video evidence
- The curriculum - what has been studied – the structure of the school day - the sorts of community experience students have been having
- Educational outcomes we all hope for – how these link to the **EHCP Educational Outcomes**
- The next steps – college / continuing education into adult placement
- Give parents the opportunity to visit the class/college to meet the TAs and other students

Following the meetings, parents provided some very positive feedback;

"Many thanks for organising the parent consultation afternoon yesterday. Mark and I both really appreciated the time Magda was able to spend with us. It was great to see the progress J is making with his learning and to see the college environment. We enjoyed J joining us at the end of the session giving us a guided tour of the music room, allotment and new sensory area. It was also good to meet some of the staff involved with J on the education side.

We hope that a similar event can be arranged again in the not too distant future. Please pass on our thanks to Magda and the rest of the team in college 1.

Many thanks"

"I really enjoyed the quality of the discussion. As a parent who usually only sits down with the staff who work closely at the review meetings, it was wonderful to ask lots of questions and ask to see random videos and pictures and talk more generally about the various aspects of J's health and development in the different areas. J's Speech and Language therapist and his class teacher both really understand J's character, his strengths and challenges. It was so nice to have some quality time to talk to them...."

Hill House Walking Day



Hill House celebrated `National Walking Week` by holding a special Walking Day. Students signed up to take part in hikes in the local area and also activities on site. Students enjoyed coming together and learning about how to keep fit, healthy and happy

Orienteering – Each student had an A3 map of the school and were supported to follow the map and help to read it with staff in order to see if they could crack the code!

Positional Work and Maze – Students played a ‘Simple Simon’ type game using either their whole body and a table or a toy and a box. They learnt about; under, over, left and right.

Students also took part in an activity in the hall where there was a simple maze set up and students had to blindfold their staff member and guide them through the course. They walked the course first themselves using the terms; forward, left, right, under, over and then they guided a blindfolded staff member through the maze giving them commands.

Making Packed Lunch snack for walk - As part of getting ready for a walk students and staff helped to pack themselves a snack. Students followed instructions to make a sandwich, choosing their filling.

Allotment fill wheelbarrow and create a path - Students learnt that in walking we often follow paths. There was then an opportunity to create their own path. Using the woodchip and a wheelbarrow, students created a path in the allotment.

Create a poster to advertise walking - Students learnt about walking and then used a range of materials to make their own posters to advertise the walking day

Saints Foundation

Following continued success with the weekly `Saintsability` programme at Hill House we were asked to contribute some feedback to the Saints Foundation website



GREG JAGGER: AUTISM AWARENESS WEEK

Once a week, staff from Saints Foundation's SaintsAbility team work in Hill House, a local school which caters for the needs of students with autism.

As part of Autism Awareness Week, Greg Jagger, Hill House's Assistant Head, spoke about our impact within his school.

"For the past two years Hill House has had the wonderful opportunity to work alongside coaches from Saints Foundation, as part of their "SaintsAbility" accessibility programme.

The weekly sessions have been inspirational for many of our students, as week on week they have continued to make what Lee, Rob, Mike and Elliot – the fully badged up Saints coaches, described as "amazing" progress with their footballing skills.

The students taking part have been able to move on from what at the beginning involved mastering simple passing, dribbling and shooting skills, to now being able to take part in actual games in which passages of play are realised, and many a goal is scored too.

It has been a privilege to work in such close partnership with Saints Foundation and `SaintsAbility`, and it has been fantastic to see the students gain so much from this coaching, which not only allowed them to better their skills at football but also gave them experiences to continue to develop their skills of communication and social interaction.

It is also clear that the sessions have contributed to the students' levels of confidence, independence and self-esteem. Most of all it is clear that the students have great fun in these sessions, and really look forward to our Monday mornings together!"



Voting Machine

Students have been working hard during DT lessons to design and make a new way for us to vote on the things we like and don't like

It is a simple system that involves adding pictures of what we want to talk about and then using the different coloured ping pong balls to cast our vote!

The best thing about it is that it is portable!!



Great projects in Design Technology!

Students have been working hard on a range of design technology projects this term. Existing skills have been generalised and new skills learnt and students have helped to make a variety of items including beehives, refurbishing labels for the allotment and designing and making their own sports day T-Shirts!



The Autism Show



Once again a group of education staff went along to the annual National Autism Show in London

The day provided an opportunity to meet other professionals and to learn about new strategies and resources

It was also a great team building day for the team!

Fairthorne Manor outdoor activity trip

A group of three sixth form students participated in a two day outdoor activity trip at the YMCA centre

The two days were packed with activities including kayaking, canoeing, climbing and raft building

Students worked together as a team and followed instructions from the centre's instructors

This was an opportunity to try new things, to develop confidence and self-esteem and most importantly to have lots of fun!!



Countryside Day at Manor Farm on the Wintershill Estate



Each year Hill House are invited to join other schools from across the county at the `Countryside day` in Winchester

The day is filled with activities and experiences led by local farmers and crafts people

Students took part in the following workshops;

- Sheep shearing

- Wool activity
- Grooming a pony
- Meeting an owl
- Learning about tractors and machinery
- Learning about bee keeping
- Taking part in a bug hunt



Work experience for new students

This term our sixth form lead has enabled even more students to access off site work experience opportunities

One student has been practising his work skills on site each week as part of our sixth form careers afternoon. He has then been able to generalise these skills to a real life situation and has been working at the local village shop helping with stock taking and organising the Lymington Times for sale!

This is a great achievement and another step forward in learning about the world of work which can hopefully be continued beyond life at Hill House



Sloped garden

As well as working hard in the Hill House allotment, students have helped to develop a sloped garden area in a space that was in need of development in the college courtyard. Students helped to choose the plants and seeds and visited the local garden centre to buy them.

The area is looking lovely and students have worked hard to keep it watered throughout the summer

This has been a great project that has enabled students to practise their gardening skills and work together as a team



AQA accreditation awards

This term students have continued to work towards a wide range of AQA unit awards across the curriculum. An amazing **525** awards have been achieved taking the total number of awards for the year to **1169!**

Three more students have also achieved a QCF Laser Entry Level Award in Personal Progress during bush craft sessions this year

Sixth form common room

Our sixth form students have been involved in helping to develop our first sixth form common room

The space has been kitted out with a kitchen area and students are in the process of choosing furniture and a sign for the door

The purpose of the space is to provide a base for sixth formers to work and to relax

Sixth form contribution to let's eat

As the Hill House `Let's Eat` café has gone from strength to strength, our sixth form students have been making a positive contribution as part of their on – site work experience

Students have been helping to prepare salad for lunch times and also getting the cutlery ready

This has been a really valuable opportunity for students to practise work skills which hopefully can then be transferred into real life settings

Local village fete – stall run by the sixth formers

This year Hill House were invited to have stall at the local village fete. On an extremely hot day a group of sixth form students set up their stall displaying craft items that they had made in design technology and plants that they had grown in the allotment

The afternoon was a lovely opportunity for Hill House to feel part of the local community and to meet some new neighbours!





Outdoor sensory play space

We have been very lucky to be able to open our new outdoor sensory play area in time for the summer holidays

This is a great space which is covered to provide shade. There is sand and water play equipment and it is a lovely area to come together with friends and relax or spend some time on our own enjoying the tranquillity



Teachers visit to Priors Court

This term we have developed our links with another outstanding school. The aim is to work closely together to provide opportunities for education staff to spend time in a different setting and to also work collaboratively together on areas such as assessment and curriculum

Two teachers from Hill House visited Priors Court school and spent the day alongside two of their teachers. The day provided a really valuable experience and some great professional development and both teachers came back to Hill House positive and excited about what they had observed and full of ideas that they are keen to share with the rest of the team

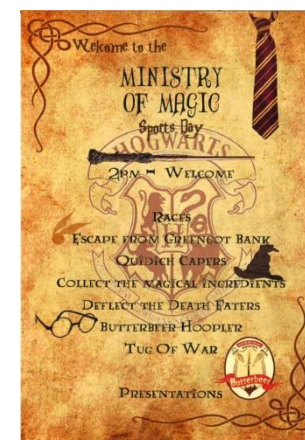
Further visits will be planned for the Autumn Term

Hill House `Ministry of Magic` Sports Day

This year our sports day theme was Harry Potter `Ministry of Magic`

All students were involved in helping to get ready for the event, from designing and making their own T-Shirts to using the DT workshop to make a giant goblin's mouth, death eater faces, magic wands and sparkly Quidditch balls!

The whole school came together for the afternoon which started with a visit from a live owl, snake and tortoise! Then the races began.....



After the presentation ceremony everyone was invited to come along to the BBQ where there was also ice – cream, a live magician, photo booth, butter beer stall and a raffle

The day was a resounding success with every student taking part. Families from all over the country came to see their son or daughter take part and many families also joined in. The support from visitors was amazing from our chief executive to the local police coming to celebrate our day with us and present the medals and certificates. A member of our professional learning community helped to compere the event and visitors from Roche Court Sculpture Park and from Bush craft also came along

We received some lovely feedback from some of the parents and we now just need to get thinking about our theme for next year!

“just wanted to say a massive thank you for inviting us to your Harry Potter Sports day last Friday. We both had a fantastic time and we haven’t stopped thinking about how special the afternoon was.

Your whole school staff were amazing and it was so great to see Jack enjoying himself and taking part. I was overwhelmed by the amount of effort that went into the event. It was so lovely to see all the students enjoying themselves. This was the first sports day that I had seen Jack take part. He was so proud to show the family his medal when he came home and was so talkative about the owl and the other animals he saw earlier that day.

Thank you again for your wonderful hospitality and Thank you to all the staff they did an amazing job”

“Thank you so much for yet another superb day. So much joy, enthusiasm and never ending positivity”

“Just wanted to share with you how well I felt sports day went for G. Because we were not coming up at the weekend as usual we had a friend’s wedding, we had to share the day with a visit to G. I was unsure of how this would work.

G was able to share the day and be part of it at his own pace. Even with all of the noise and activity on the hub he was happy to watch and be there while enjoying his scooter.

The fact that when all of the parents were at the top by the cafe he could be part of it, scooting safely and calmly around other people and small children. Taking great care to not ride into them was amazing. The fact that he was included and part of it all was just perfect. I have never seen him this calm around so many people.

Thank you so much to everyone at Hill House who make G's life so happy and worthwhile"



Progress at Hill House School 2017-18

End of Year Progress

Assessment at Hill House School

We report the progress in terms of whether the student is making Above Expected (Accelerated) Progress, Expected Progress or Below Expected Progress

Above Expected (Accelerated) Progress	66% + progress made across the year
Expected Progress	55-65% progress made across the year(20% per term 10% per half term)
Below Expected Progress	54% - progress made across the year

From December 2018 we have moved to a new assessment model using "I Can" statements to measure the students' progress across the curriculum.

We assess the academic performance of our students in terms of whether they have made progress towards their target from their baseline assessment, this target is generated in line with the DfE progression guidance 2011

Progress & Attainment is no longer measured in terms of a percentage of a level gained across the year. This new model of assessment is in line with the recommendations of the Rochford Review and is part of our move to a "life beyond levels".

Trend over time in English and Maths

(%of students making Expected or Above Expected (accelerated) progress based on DfE Progression Guidance)

% of Students achieving or exceeding targets	2017-18 End of Year Results (Cohort 28)	2016-17 End of Year Results (Cohort 22)	2015-16 End of year results (Cohort 22)	2014-15 End of year results (Cohort 21)	2013-14 End of year results (Cohort 17)
English Reading	93% (26/28)	91% (20/22)	81% (18/22)	86% (18/21)	88% (15/17)
English Writing	96% (27/28)	91% (20/22)	90% (20/22)	86% (18/21)	83% (14/17)
English Speaking and Listening	93% (26/28)	86% (19/22)	90% (20/22)	90% (19/21)	76% (13/17)
Maths Number	88% (22/25)	91% (20/22)	81% (18/22)	86% (18/21)	83% (14/17)
Maths Shape and Measure	91% (21/23)	95% (21/22)	86% (19/22)	90% (19/21)	65% (11/17)
Maths Using and Applying	93% (26/28)	86% (19/22)	81% (18/22)	90% (19/21)	53% (9/17)

Data analysis

Where we have a small school population each student makes a large statistical impact on the groups. The impact of this on cohort analysis is that the weighting of an individual's progress vastly effects the overall sample

Performance by Subject 2017- 2018

% of Students making progress against upper quartile expectations

Subject (no of students)	Above expected Progress %	Expected Progress %	Below Expected %	Notes
English Reading (28)	39% (11)	54% (15)	7% (2)	RWC, AQ
English Writing (28)	46% (13)	50% (14)	4% (1)	TA
English S & L (28)	46% (13)	46% (13)	8% (2)	TA, SS
Maths Number (25)	32% (8)	56% (14)	12% (3)	TA, AQ, SS 3 Beyond P10
Maths S,S & M (26)	48% (11)	43% (10)	9% (2)	JK, RWC 2 Beyond P10
Maths Using & App (28)	43% (12)	50% (14)	7% (2)	TA, AQ
Computing (28)	22% (6)	64% (18)	14% (4)	CF, CMC, LWE, JW
PSHE (26)	58% (15)	19% (5)	23% (6)	CCR, PG, CMC, HP, WS 2 Beyond P10
PE (28)	22% (6)	50% (14)	28% (8)	AAA, CA, JK, CF, CMC, JP, AQ, JW

2017-18 End of Year Progress by Subject /Student

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape,Space, Measure	PSHE	Comp	PE
Student										
1	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress
2	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment

End of Year Progress 2017-18 by Ability

Sensory P1-P4
Foundation P5-P6
Engagement P7-P8
Involvement 1+

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape, Space, Measure	PSHE	Comp	PE	Points
1	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Below Expectation	Expected Progress	Expected Progress	11
											11
2	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	11
3	Expected Progress	Below Expectation	Below Expectation	Below Expectation	Below Expectation	Below Expectation	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	8
4	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Below Expectation	15
5	Above Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Below Expectation	11
6	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	18
7	Expected Progress	Expected Progress	Expected Progress	Below Expectation	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	10
8	Below Expectation	Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Above Expected Progress	Expected Progress	14
9	Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Expected Progress	13
10	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	20

25	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	
26	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Working Beyond P10	Working Beyond P10	Below Expectation	Below Expectation	8
27	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Working Beyond P10	Expected Progress	Working Beyond P10	Expected Progress	Expected Progress	Expected Progress	12
28	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Working Beyond P10	Expected Progress	Working Beyond P10	Expected Progress	Expected Progress	Expected Progress	13
29	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Working Beyond P10	Working Beyond P10	Below Expectation	Below Expectation	8
3Average Point Score for Group											10.8

End of Year Progress 2017-18 Best Performing Students by Average progress across Core Subjects	
Average Progress Point Score	Student/s
20	1
19	
18	2, 3
17	4,
16	5
15	6, 7,
14	8, 9, 10,
13	11,12,13,14,15,
12	16,17,
11	18,19,20,21,22,23,
10	24,
9	25,
8	26,27,28,
7	29
6	
5	
4	
3	
2	
1	

End of Year Progress 2017-18 by Class/ College

Overall Progress Core Subjects End of Year 2017-18 by Class/ College

Progress	Below Expected	Expected	Above Expected	Progress
Class 1	6%	78%	16%	94%
Class 2	18%	76%	6%	82%
Class 3	8%	32%	60%	92%
College 1	25%	23%	52%	75%
College 2	3%	60%	37%	97%

Class 1

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape,Space, Measure	PSHE	Comp	PE
1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
2	Above Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Below Expectation
3	Expected Progress	Expected Progress	Expected Progress	Below Expectation	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress
4	Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress
5	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Below Expectation
6	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress

Class 2

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape,Space, Measure	PSHE	Comp	PE
	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
1	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Below Expectation	Below Expectation	Below Expectation

2	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Below Expectation	Expected Progress	Expected Progress
3	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Below Expectation	Expected Progress
4	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Working Beyond P10	Working Beyond P10	Below Expectation	Below Expectation
5	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Working Beyond P10	Working Beyond P10	Below Expectation	Below Expectation

Class 3

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape,Space, Measure	PSHE	Comp	PE
1	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Above Expected Progress
2	Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Above Expected Progress
3	Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Expected Progress
4	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Expected Progress
5	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Expected Progress

College 1

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape,Space, Measure	PSHE	Comp	PE
1	Expected Progress	Below Expectation	Below Expectation	Below Expectation	Below Expectation	Below Expectation	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress
2	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Below Expectation
3	Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Below Expectation	Above Expected Progress	Above Expected Progress	Below Expectation
4	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress
5	Below Expectation	Above Expected Progress	Expected Progress	Below Expectation	Below Expectation	Below Expectation	Above Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation
6	Expected Progress	Expected Progress	Below Expectation	Expected Progress	Below Expectation	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Expected Progress
7	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Working Beyond P10	Working Beyond P10	Below Expectation	Below Expectation

College 2

Subject	Reading	Writing	Listening	Speaking	Number	Using & Applying	Shape,Space, Measure	PSHE	Comp	PE
1	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress
2	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Working Beyond P10	Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress
3	Below Expectation	Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Below Expectation	Expected Progress	Above Expected Progress	Expected Progress
4	Above Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress	Working Beyond P10	Expected Progress	Working Beyond P10	Expected Progress	Expected Progress	Expected Progress
5	Expected Progress	Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Expected Progress
6	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Working Beyond P10	Expected Progress	Working Beyond P10	Expected Progress	Expected Progress	Expected Progress
7	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Above Expected Progress	Expected Progress	Expected Progress	Expected Progress	Above Expected Progress

Conclusions

- There have been two significant factors which could have potentially affected the assessment of the progress of the students this year, firstly the data cohort size has risen by 23% since the last academic year, and secondly we have made the transition to a new assessment model. This meant a move away from the level based attainment model supported by the B-Squared programme to a progress driven model using "I can" statements and supported by classroom monitor.
- Given the context of the transition to the new assessment framework (and the subsequent dip in progress that can ensue) these represent a very pleasing set of results in English and Math's' and remain consistent with the year on year upward 5 year trend.

- Students at Hill House School continue to make outstanding progress in English and Math's and this progress has been sustained and built upon over time as indicated by the trend data. From their starting points this year, students at Hill House School have exceeded the DfE guidance of 75% of students attaining 0.6 levels of progress in English and Math's as stated in the Progression Guidance. This provides evidence for and highlights that we are continuing to make outstanding progress in the vital areas of literacy and numeracy.
- The progress of students in non-core subjects in KS3/4 is good and during the transition period from assessment using B-Square to the Assessment using the model student progress has been demonstrated with the completion of external accreditation (AQA) in these subject areas. AQA awards were successfully completed in all these subjects across the academic year. Non – core delivery has also been enhanced by the introduction of new "Thematic" approaches to learning which have covered the Arts, Humanities and PSHE, over the course of the year students in KS3/4 have studied three thematic units.. This has allowed us to demonstrate the continued effectiveness of the classroom delivery of these subjects and also the Curriculum Days, trips and co-curricular activities that form part of our curriculum and support the delivery and experience of these subjects whilst in this period of transition.
- Students across the ability ranges, gender and ethnic or cultural background make outstanding progress. We will continue to monitor progress in the cohorts and offer additional support to individuals where necessary and continue to set more challenging targets for our students exceeding national Progression Guidance. This continues to be an area of focus for the schools development. Historically students working at old NC levels or beyond would generally appear in the colleges with limited curriculum time left before moving onto adult placements. We are now having increasing numbers of students in KS4 working beyond p10 (equivalent to the old NC2). A new assessment model and curriculum has been designed for the students working at these levels. This assessment model provides these students with an assessment framework that leads to external accreditation – entry level and beyond across a range of subjects. Using the AQA "step up" assessment descriptors students can now achieve "I can" statements all the way up to entry level 3 and pre GCSE in English, Math's, PSHE, Computing and Science.
- This evidence of sustained progress over time supports our judgement that Hill House continues to have a robust curriculum and provides outstanding levels of teaching and learning for some of the most highly challenging and complex students. With rigorous interventions and co-curricular activities which enrich and support the learning experience and stretch and challenge students at all levels.

Areas for continuing development

- There was only one student who did not make the expected progress across the core curriculum and this has been investigated, the student baseline set by a previous teacher was set too high and when this data was inputted into the system it did not allow for an easy

fix/readjustment. This student was able to make progress across the core curriculum in 2017-18 but unfortunately this was not able to be reflected in the classroom monitor assessment programme. Steps have been taken to address this and the student will have an accurate and current assessment for the new academic year in September.

- The thematic approaches to learning trialled this year in KS3/4 have been popular with both students and staff, the progress made by students following these courses of study has been reflected in the awarding of External AQA accreditations. However progress has not been sufficiently captured using the Classroom Monitor Programme, this can be attributed to some of the staff inexperience/ and confidence with using the programme to support continuing assessment. This has prejudiced some of the results in subject areas like PSHE. To address this issue we have decided to take the PSHE element out of the thematic approaches and restore this to discreet individual lesson time within the timetable.
- We look forward to embedding our use of the "I can" statements and our movement away from assessing in levels in the next academic year. The "I Can" statements for each subject are under continuous review and they continue to develop to meet the needs of our learners and to reflect not only the demands of the national curriculum but also elements of the curriculum unique to Hill House School.

Accreditation

The AQA Unit Award Scheme continues to enable all students at Hill House to have the opportunity to work towards nationally accredited awards in academic and vocational subjects. The award scheme recognises success, learning and achievement

Our AQA accredited and dedicated teacher promotes AQA and provides lesson interventions both in Pre-Entry and Entry Level awards. Teachers have also incorporated awards throughout the curriculum for example during community visits, within the Modern Foreign Language work and across other extra-curricular activities. The results of which have contributed to each student's level of progress across a range of subjects

Last year a total of **1105** unit awards were achieved across a range of subject areas

This year the number has increased to a total of **1169** awards achieved

Three students have also had the opportunity to work towards a QCF LASER award during fortnightly bush craft sessions off site

Examples of Unit awards completed this year:

AQA writing and phonics

- Developing writing and pre-writing skills
- Phonics- writing letters in response to letter names
- Recognising symbols and matching words
- Understanding communication

AQA MFL

- Communicating in German and understanding German greetings
- French greetings
- Sensory exploration of Germany and France

AQA Numeracy

- Using money
- Using Time

AQA PE

- Yoga Postures
- Football skills
- Athletic skills
- Basic cycling
- Introduction to exercise

AQA Science

- Food groups
- Solids, liquids and gases
- Introduction to chemistry

AQA Music

- Musical instruments
- Different music genres

AQA ICT

- Using the internet

- Computer mouse skills

AQA Skills for Life

- Household skills
- Food preparation
- Cooking a vegetarian meal
- Using kitchen appliances

AQA Design Technology and Gardening

- Basic gardening skills
- Preparing a plot of land
- Potting a plant

AQA Community skills

- Shopping in a local supermarket
- Shopping with support

QCF LASER Award in Personal Progress

- Working together as a team
- Taking turns
- Learning a new skill
- Basic bushcraft skills

The AQA sessions have had a great impact on our students' academic as well as their self- development progress. The sessions have aimed to motivate and inspire our students to discover and develop their strengths and to make the most of their potential, whatever direction that takes them in

The accreditation of the work achieved by our students during these sessions actively motivates, encourages, engages, supports and raises self-esteem and therefore helps students with progression to further study and independent living

During the next academic year we are hoping to further develop opportunities for our sixth form students to gain accreditation by introducing OCR unit awards in `Life and Living Skills` These will be implemented as part of the sixth form study programmes

Attendance

The whole school attendance for the academic year 2017 -18 was 98.8 %

There were 1.2% authorised absences and there were no unauthorised absences

The authorised absences were for reasons such as medical appointments and transitions home

We continue to be proud of our outstanding attendance. Our flexible curriculum and study programmes enables students to take part and learn wherever they are on site

Individualised timetables can be adapted where needed and teaching and learning always takes into consideration student's individual learning styles

If a student is struggling to transition to the classroom then the Hill House activity base is available to ensure that they continue to access a structured learning base. Individual engagement plans are implemented highlighting target areas for supporting a student to engage and take part

Work Experience

Sixth form students have continued to learn about and experience the world of work. The sixth form study programme continues to offer opportunities for students to participate in careers based learning. This is delivered through group and individual sessions

This year we once again held our annual careers week which offered opportunities for all students to experience a variety of vocations with activities planned both on and off site. Examples included; visits from the local police, car mechanics, chef and hairdressing workshops

We have continued to work alongside an independent careers advisor service called `Talentino Careers` who provide support and guidance on the following;

- Resources staff can use in the area of career development called `*Careers at every level*`
- Accredited training and coaching sessions for staff to be able to use the resources
- Support to set up work experience environments either at Hill House or externally or both
- Support to set up an in-school enterprise business to develop work related skills to improve independent living

- Support and individual advice on a needs basis for individual students

Students learn key skills through the careers study programme which they have the opportunity to generalise and practise in real life situations in the community. Each student has a `careers passport` which captures evidence of the skills and abilities a student has gained as well as the experiences that they have been involved in . Students will hopefully take the skills that they have acquired with them into adult life and from our destination information we are able to track the impact of our interventions

Careers education and awareness is also promoted through individually planned work experience. This takes into consideration personal preference and strengths and is often planned as a result of direct consultation with a student. Work experience is planned either on or off site

During the academic year of 2017-18 sixth form students completed weekly on - site work experience. They continued to make a contribution to the school by being involved in jobs such as;

- Collecting recycling
- Checking and replacing water bottles across the site
- Working in the allotment
- Washing cars
- Running tuck shop and `Snack Shack`

Some students have taken part in off – site work experience at the local village shop as well as a local charity shop in Lymington where they spent an afternoon every week. Their duties included;

- Serving customers
- Stock taking
- Cleaning
- Pricing items

In partnership with the local shop we have completed training with the staff on how to communicate with our students, basic MAPA proactive strategies and Safeguarding in order that they are then able to offer the best possible opportunities for our students

We have also developed the links that we have with the local mainstream sixth form college. Three students from Hill House now go out into the community and work in a local workshop alongside a design technology tutor from the college. This has been a great way for students to generalise and further develop their practical skills as well as learn how to take part in trades such as bricklaying, plumbing and woodwork

This year we have also developed links with a local secondary school and sixth form students visit the school's walled garden each week to undertake work experience tasks including gardening and looking after the animals

This year we have further developed our sixth form. We have appointed a `vocational lead` who will be responsible for extending work experience opportunities and links with the local community. We hope to be able to use the individual careers passports within discussions about future placements in order to demonstrate the skills and abilities that our students have gained and how these could continue to be used within adult life. We have also secured a link with a local mainstream secondary school and students from Hill House now have the opportunity to go along to the school and work on their farm

Student Consultation

This year we have continued to support students to have a voice and we have encouraged students to be involved in whole school projects and developments and to have their say and make choices

At Hill House School we are constantly thinking of new ways for our students to tell us what they like, what we can change and what they would like to do more of. We carryout various types of student consultations throughout the year to gain their opinions to ensure that the students have a voice in everything we do. A lot of students at Hill House School are not able to use spoken language to express themselves so a range of visual methods are used to give them the opportunity to share their thoughts, feelings and ideas. Student consultation at Hill House has steadily developed over the last year and we have been able to gain the views of our students much more than we have been able to do previously. A few ways that this has been achieved are detailed below:

Student review contributions are completed by every student at Hill House School for their review meetings. The aim of the review contribution is for the students to give some feedback about lessons and activities that they enjoy and would like to do more of. Students can provide this feedback in a number of ways. Some students answer the questions verbally and like to be filmed so that this can be shown at a review, whereas others complete a questionnaire that uses photos or symbols to help them to communicate their preferences. Some students like to attend their reviews so they are able

share their views on life at Hill House to their family, social worker, IRO and school team. However, the majority of students at Hill House would find the review meeting environment quite difficult and confusing so their teacher is then able to use their review contribution to share their views. Review contributions help us to ensure that students have a voice at their review meetings.

Local authority questionnaires – Students are often sent questionnaires by their social workers or IROs, however they are often in a format that is too complex for our students to understand so they are unable to access them. At Hill House we simplify these questionnaires and convert them in a program that uses symbols and photos to help the students understand the questions. They are then given a few visual options to help them to make choices and answer the questions. These questionnaires are then sent back to the local authorities. We have had some very positive feedback from local authorities about how we are able to adapt information to help our students understand and express their opinions.

Ofsted – Each year we are sent questionnaires by Ofsted for the students to complete so they are able to give some feedback about their experiences at Hill House. Ofsted have recently adapted these so they are easier for individuals with learning disabilities to understand, however they still use open questions which students at Hill House find very difficult to answer. Again, we adapted these questionnaires to include simple choices so our students were able to express themselves and share their thoughts on what it is like to live at Hill House. These adapted versions are still quite challenging for some students to understand, so staff members adapt their communication styles when they complete these with the students and they may use Makaton signing and gestures to help the children make a choice of their favourite activity between two choices.

Debriefs – There are a range of debriefs that can be carried out with students following any times of anxiety that they may have had. Going through a debrief with a student allows them to think about previous events, their emotions and what strategies they could use in the future. Informal debriefs with students are completed every day as staff members ask the students about their emotions and offer them calming strategies. This allows students to express what may be making them feel anxious and it allows staff members to adapt the environment to meet the needs of the students. Over the past year some students have accessed more formal debriefs and been able to express when something has been bothering them, a noise or decoration in the environment for example, and this has consequently meant that the staff member has been able to adapt the living environment to help the students feel more comfortable.

Weekly flat meetings – Every housebase has a weekly flat meeting where the students get together and make choices about a wide range of topics. This can include making choices about what activities they want to do at the weekends, what meals they want to cook for dinner or what colour they want to paint the walls in the lounge. These flat meetings are enabling the students to contribute to changes in their environment and it also provides them with social interaction with their peers as they make these decisions as a group. Flat meetings this year have enabled students to decide what off-site trip they want to go on, what restaurant they want to visit, what rug they buy for the flat etc. The list is endless!

Let's Eat Café – Let's Eat Café has been a resounding success over the past year and it has provided the students with more opportunities to make choices around what they want to eat for lunch and where they want to eat.

Students have recently created a voting machine in their DT lessons where they are able to slot some balls into tubes in order to vote for their favourite food. This is proving to be a clear visual way of consulting the students on what they enjoy eating and what food they would like to have more often.



The Red and Green Voting Machine!

We will continue to support students to make a range of choices and to be part of decision making for example choosing workshop options for this year's careers week and we will continue to develop the use of technology to support students with their communication

Forward Plans for 2018 -19

- To create and implement a whole year focus plan on Wellbeing across the student and staff community
- To further Develop Let's Eat offer providing a tasty and nutritious menu and an inviting environment.
- Sibling Day
- Elkan training for Care staff to build on effective student communication skills.
- Staff Room upgrade
- Continued focus on providing individual homes that are welcoming and happy spaces.
- Create a student website and 'Hill Tube' for our young people to access
- Create a Family Room for family visits – to replicate a home setting with cooking facilities and space to relax as a family
- Work experience opportunities for every sixth form student
- Implementation of a new sixth form pathways study programme to promote individual choices and more distinct learning opportunities
- To develop our links with Southampton University to include hosting trainee teachers and research into a siblings group with the plan to implement our own siblings group for families
- Continue to develop the parent consultation afternoons

From the Hill House Senior Management Team:

Head - Kate Landells, Deputy Head - Louisa Burden, Registered Manager – James Gemmell, Assistant Head – Greg Jagger, Kirsty Marsden, Senior Speech & Language Therapist, Bursar – Lesley Clark, Admin Manager – Angie Bridle, Site Manager – Kieran Fitzalan –Hawkes.

October 2018