

Hill House School



Annual Report for Parents

Hill House School 2020 - 2021

Ofsted – Outstanding in Social Care and Outstanding in Education

Overview of our School Year 2020 -2021

Despite the Covid19 Pandemic, we ended our last report with another ambitious list of developments for us all. Our list included:

Forward Plans for 2020 - 2021

- Embed new updated RSE curriculum – achieved 2021
- Fully implement education QAKPI – prepared for 2022 covid19 permitting
- Implement curriculum offer brochures for each subject – achieved 2021
- Develop leadership roles for lower school and sixth form leads – achieved 2021
- All sixth form young people to work towards OCR `Life and Living Skills` accreditation award – achieved 2021
- Further develop involvement in research work with universities – achieved 2021
- Offer SEN Teaching Assistant Level 3 to all Tas – achieved 2021
- Develop nurture space - `The Green Room` - achieved 2021
- Further develop the role of the staff FOCUS group – achieved 2021
- Embed `Language that Cares` -achieved 2021
- Develop home `Get Together` times – prepared for 2022 – covid19 permitting
- Further develop activity planning – prepared for 2022 – covid19 permitting
- Two more managers to achieve Level 5 qualification – achieved 2021
- Implement new debriefs for children to be referred to as `reflections` and include the Zones and Social Thinking - achieved 2021
- Day Student Lunchtime Club – achieved 2021
- Wellbeing Wednesdays! To link into AQA award work and ensure a Weekly Focus for Wellbeing – prepared and up and running this term.
- Therapy and Behaviour Support termly Service development meeting – achieved 2021
- Achieve Gold Laundry status – prepared and ongoing 2021/2022
- Quality Improvement Plans for each Home in place - achieved 2021
- Home Care Forum - for each Home to have dedicated morning training each term with BST. This would be on the short week x 2 to enable all staff can attend – prepared for 2022- covid19 permitting
- Hill Fresh - to put in a place an ordering system for Homes to order a box of fresh ingredients and recipe to arrive in order to cook a meal at the weekend – achieved 2021
- School Uniform Review – new project under One Planet Living 2022

I feel incredibly proud to be able to say that the majority of these development ideas have happened and if this has not the case, preparation work has been completed for launch 2022, covid19 permitting.

We were given a full Social Care Inspection with 5 Social Inspectors in June this year and were very pleased to maintain our Outstanding rating. However, we are never complacent and appreciate that it is imperative that we continue to move forwards and have a clear focus on those areas of our practice and service which we need to improve.

Despite the pandemic, we have been able to maintain links with all of our stakeholders and we were able to gather everyone together as best we could on the 4 August for a Celebration Day event which was a real treat. Although we have stayed open 24/7/52 - 18 months of Zoom and Teams just cannot replace the joy and happiness of human contact and to see and hear everyone enjoying being together on the day was a stark reminder of just how much we have taken for granted previously. As ever, the students have been both inspirational and motivational and there have been times over the past year where Hill House has felt like an Oasis of normality. There have also been times, when we have had staff at home unwell and other staff have been working so hard and managing so much, that it has been stressful and difficult and very tiring for everyone. I am so grateful to the staff team for their commitment and professionalism and for putting students' needs first. I do not underestimate what a challenge the year has been at times. We are all indebted to the staff at Hill House who have run the Test Centre so professionally and ensured that a rigorous regime of testing has continued throughout.

It is testament to the hard work of everyone, that our students have achieved the excellent outcomes featured in this report, working in their Home-Based Learning Bubbles and the joint working from the whole team that has supported this initiative has enabled learning to happen everywhere. You will see in the following pages some great examples of Hill House in action!

As ever, 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 valued feedback and comments.

Kate Landells
Principal
October 2021

Autumn Term 2020

INTENT AND IMPLEMENTATION

Throughout the Autumn Term we continued with our home - based learning curriculum. The home - based curriculum has been effective in enabling our students to maintain their access to high quality teaching and learning through a broad and balanced curriculum. The curriculum has continued to be delivered by our teachers working from the homes and supported by staff from the education and care teams. The progress made was measured against new autumn IEP targets set for each student, these targets are closely aligned to the students EHCP and individual student progress with these targets was reviewed alongside the academic progress at the end of the Autumn Term.

IMPACT

Autumn Term Progress and Attainment - IEP Targets

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 29	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning	100%	66%	34%	
English Reading / Writing	97%	55%	42%	3% (MMR)

English Speaking / Listening	97%	45%	52%	3% (HP)
Maths Number / Shape	100%	48%	52%	
Maths Using & Applying	100%	48%	52%	
PSHE	93%	48%	45%	7% (PG, MMR)
Communication and Interaction	93%	42%	51%	7% (HP,MMR)
Social & Emotional	90%	52%	38%	10% (MMK, JD, AK)
Physical and Sensory Personal Development	100%	52%	38%	

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- The progress made in cognition and learning continues to be outstanding and provides justification and validation for the home - based curriculum currently in place
- Students were able to work on the same targets they would have been set in the classroom environment and the progress in literacy and numeracy continues to be exceptional
- Students have continued to build upon the remarkable progress made in the summer with their development of speech and language competencies and skills, the targets were reviewed at the end of term alongside the SALT and it is very pleasing to see such confidence developing in the students both with verbal and augmented communication

Areas for development

- We are working very hard on embedding the “Zones of Regulation” and where students have not made the expected progress this was due in part to the home tutors setting very aspirational targets linked to the understanding of the zones. That said it is still very pleasing to see how much progress has been made with the students understanding and knowledge of the zones across the autumn term
- Not all students have responded to the demands of the home - based learning as well as others, a minority of students have found that learning within their living room and not in the classroom is a challenge, and efforts have been made to continue to ensure that the teachable moments are captured throughout the working day
- The impact of poor attendance was the main underlying factor affecting the progress of one particular student and we are working closely with the family and social worker to encourage better attendance and access to the curriculum as we move forward.

AQA awards achieved during the Autumn Term 2020

During the Autumn Term students achieved over **293** AQA awards across the home - based learning curriculum

These included awards in the following areas;

PE: Basic gymnastic skills / Circuit training / Yoga

Life skills: Cleaning the Bathroom / Basic Baking with support / Working in a cafe (unit 2) chef role / Cleaning a table top: independently / Basic Health and Safety in the kitchen – personal hygiene

PSHE: Hand washing with prompts and support / Basic health and safety in the kitchen personal hygiene

English: Developing reading skills/ Literacy origins of sentence construction / Responding and listening to a book / Reading commonly used English words (unit 1) / Speaking and listening skills

Thematic Learning: The home front during world war 2

Maths: Time: Days, months and seasons / Mathematics: telling the time / Reading sequences of familiar actions / Maths; matching times on clock / Using scales to weigh items with support / Measure – weights and balance

Arts: Creating a mixed media picture: autumn theme / Producing a home-made Christmas card

Special activities during the Autumn Term 2020

Anti – Bullying Week

As part of `Anti – Bullying` week young people at Hill House took part in a whole range of different activities to learn about and promote kindness and respect

Young people learnt how to be kind and how to be a good friend. `Friendship buckets` were developed which individuals were encouraged to fill throughout the week. Firstly, everyone was encouraged to make a list of `kind gestures` that they can do for their friends in their homes. Throughout the week everyone practiced being kind to each other and then put their gestures into the bucket. These included making someone else a drink, opening the door for them and sharing a game. The story of `Have you filled a bucket today?` was also explored and acted out

Stories played a big part in the week with another story called `Be a friend` becoming a firm favourite

Lots of friendship bracelets were made and also young people wore and designed odd socks!

Some young people helped to make a giant globe with pictures of all their friends around to learn about being together

The CareTech `United Against Bullying` resources helped the young people to recognise the message that we were teaching

It was a great week full of practical, sensory activities that really embraced the message of anti – bullying and friendship







Daily Exercise

Throughout the term everyone has enjoyed participating in daily exercise. This has ranged from doing exercise in the homes to taking part in the Hill House `5 walk challenge`



The Great Outdoors "5 Walk Challenge"

Autumn Term

1. Knightwood Oak

Can you find this "Victorian Tourism" hotspot?



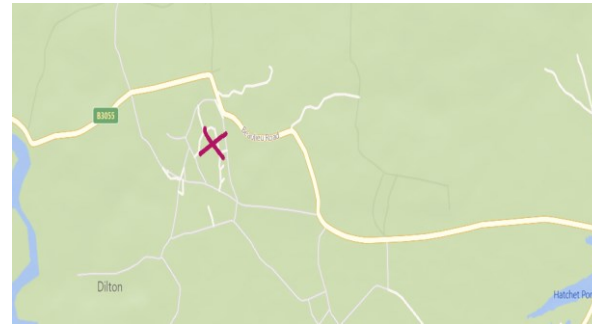
2. Steamer Point Radar Station

Spy out the foundations of this "cold war" radar station



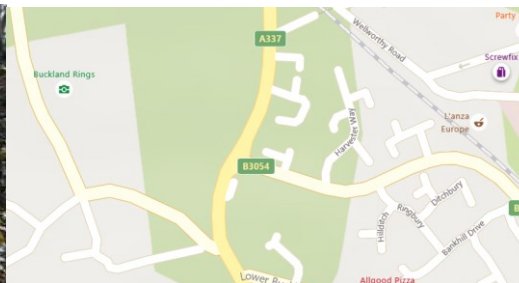
3. Pudding Barrow

Go back in time to this Iron Age burial site



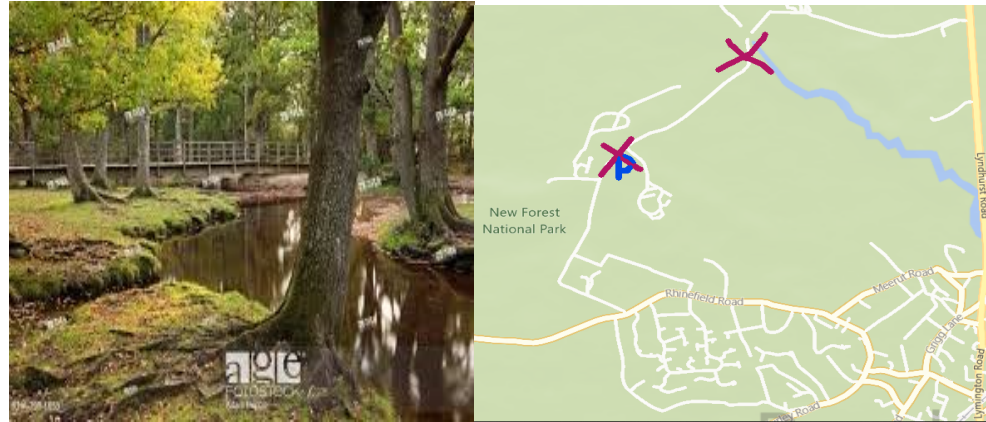
4. Buckland Rings

More Iron Age History - did you know that Lymington had its own hill fort?



5. The Bridge at Ober Water

A beautiful Autumnal walk in the forest



Working together learning to make a group video

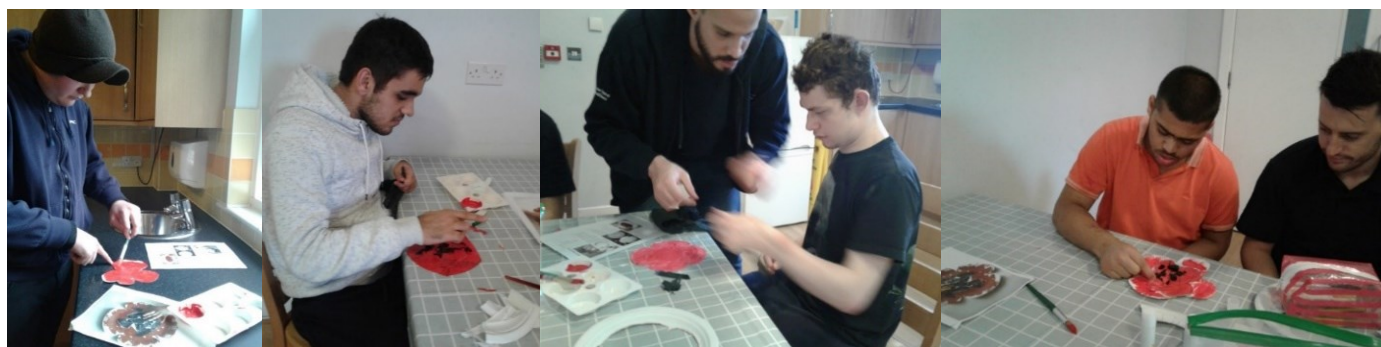
Students learnt how to becoming artists, using Makaton and recording a video called a 'Sky Full of Stars'





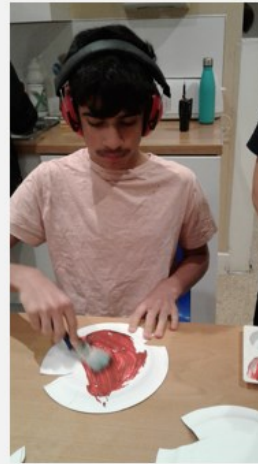
Remembrance Day

We made this a special, thoughtful day. We learnt about the past and made some lovely poppies



Thematic Learning


THEMATIC LEARNING




During Thematic Learning, Anuj has been working on World War 2. He made poppies for remembrance day, explored WW2 clothing as part of an AQA, listened to music from the 40's and learnt values like kindness, friendship and forgiveness.


Thematic Learning

Spanning music, art and history, the thematic learning topic of this term has been World War Two. Willows have explored this topic by...




Visiting war local memorials,






making a group-effort air raid shelter with card and paint,



...and creating gas masks out of felt and empty water bottles!



exploring World War Two fashion...

Preparation for adulthood

Working in the school café and learning new skills. Students have been helping to prepare snacks. Learning to weigh and measure out ingredients and pack them into break bags. This work has contributed to the sixth formers QCF `Life and Living Skills` award portfolio



Christmas Card Competition

All students took part in this year's Christmas card design competition. Children had fun designing and making their own cards



Winter Wonderland

We created an extra special Winter Wonderland in the Class 3 garden. This enabled children to spend time with their families in a safe and fun environment



Spring Term 2021

Progress and Achievements

INTENT AND IMPLEMENTATION

Throughout the Spring Term we have continued with our home - based learning curriculum. The home - based curriculum has been effective in enabling our students to continue to maintain their access to high quality teaching and learning through a broad and balanced curriculum. The curriculum has continued to be delivered by our teachers working from the homes and supported by staff from the education, care and therapy teams. The progress made was measured against new Spring IEP targets set for each student, these targets are closely aligned to the students EHCP and individual student progress with these targets was reviewed alongside the academic progress at the end of the Spring Term.

IMPACT

Home Based Learning

Spring Term Progress and Attainment 2021 - IEP Targets

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 28	Overall Expected & Above Progress	Above Expected % (student no)	Expected % (student no)	Below Expected % (student no)
Cognition and Learning	100%	54% (15)	46% (13)	
English Reading / Writing	100%	57% (16)	43% (12)	
English Speaking / Listening	97%	43% (12)	54% (15)	3% (1)
Maths Number / Shape	100%	39% (11)	61% (17)	
Maths Using & Applying	96%	39% (11)	57% (16)	3% (1)
PSHE/RSE	100%	54% (15)	46% (13)	
Communication and Interaction	100%	46% (13)	54% (15)	
Social & Emotional	91%	57% (16)	37% (10)	6% (2)
Physical and Sensory Personal Development	97%	54% (15)	43% (12)	3% (1)

What has gone well?

Throughout the Spring term the students continued to work hard towards their IEP in their homes. The progress and attainment for each student was evaluated in a multidisciplinary review meeting at the end of the Spring term.

The students have continued to make outstanding progress across the curriculum and building upon the targets set in the Summer and Autumn terms.

There continues to be very strong performance and outcomes in the core curriculum literacy, numeracy and PSHE/RSE.

Again, the home - based learning has continued to support the development of the student's communication skills and ability with 100% making progress towards their communication and interaction EHCP outcomes.

In the rare cases where students have not made the expected progress towards their target, on analysis it shows that this in all instances was down to the target being overly ambitious and the students will continue to be supported to work towards these goals during the Summer term

Wellbeing Wednesdays

This term `Wellbeing Wednesdays` were introduced. Each week there has been a theme focusing on supporting everyone to feel healthy and happy

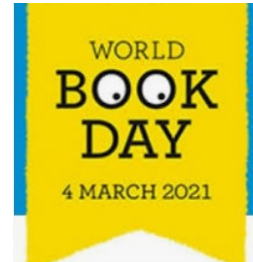
As part of these special days, we celebrated `Children's Mental Health Awareness Week` where the theme was `express yourself`

Children made sensory bottles, took part in treasure hunts around the school grounds and learnt about different emotions and feelings



World Book Day

World Book Day at Hill House



This year we celebrated World Book Day with a difference!

We all had fun making props and costumes, hats, masks and reading glasses

We created our first `outdoor library` in our woodland area. A whole array of new books were on offer and children were invited to come along and browse and also choose a book in exchange for a book token

The day coincided with our celebration of National Careers Week so this was an ideal opportunity for children to learn all about the work of a librarian. We learnt how to put books into alphabetical order and sort them into different categories, there was even a library scavenger hunt!

There were lots of creative and fun reading opportunities, helping to enhance a love of books. Children made their own books and book marks and enjoyed dressing up as their favourite book characters

A really fun day full of literary opportunities!



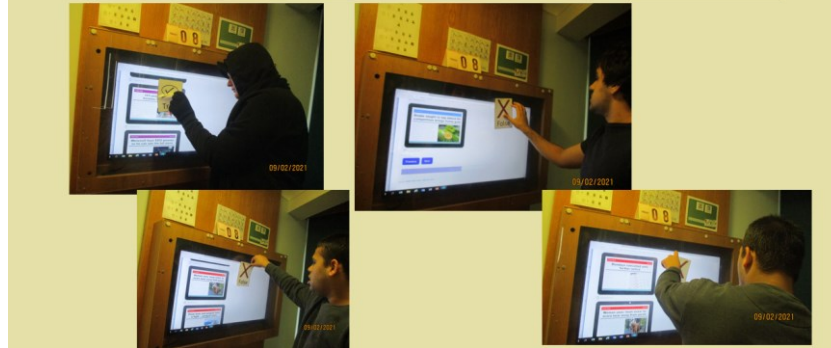
Safer Internet Day

This year for National Safer Internet Day the theme was `Fake News` The day was filled with many fun and creative activities focussing on increasing an awareness of Internet Safety

Children worked together collaboratively learning how to safe online through online games and art activities. Each home made their own poster and also a video to share what they had learnt



ASSEMBLY: Online games





National Careers Week

March 1st – 5th 2021

This year we celebrated National Careers week at Hill House. The students completed a whole range of activities based on the world of work.

During the mornings we learnt about professional jobs, from police to nurses, from chefs to librarians. Many took part in role play activities which were very much enjoyed!

During the afternoons, the students took part in practical jobs. Within their homes they made lemonade for each other and prepared food ready for their afternoon break. They also took part in some gardening tasks and planted some sweet peas, onions and other beautiful flowers ready for our hanging baskets to bloom during the spring.

Students also helped to clean the school vehicles using lots of different equipment, they thoroughly enjoyed seeing the process of the busses being nice and clean ready for us to all go out again!

Students also took part in lessons about CV building and how to fill out application forms, they also demonstrated how to get ready for an interview and then completed the interview process by looking smart and ready to go!

All students were each given a time sheet to fill in each day to demonstrate what jobs they had completed, on the Friday they then gave the time sheet in and received their payment!

A huge well done to all our students who took part in what was a very successful careers week!

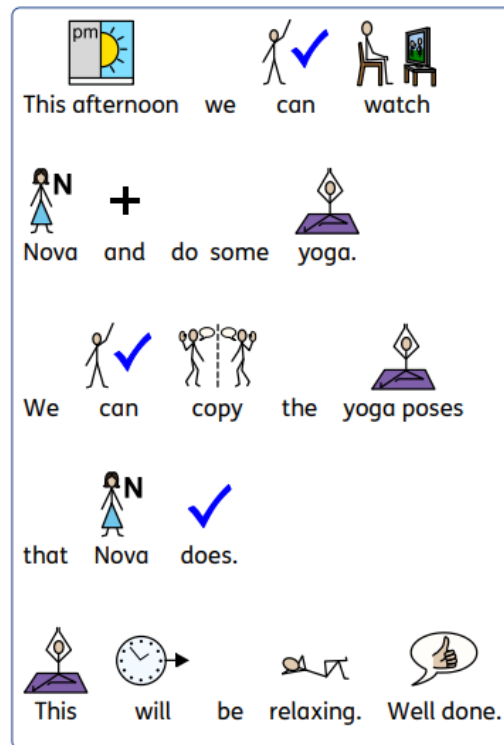
time	Monday	Tuesday	Wednesday World book day	Thursday	Friday
9.30 - 10am	PP Police Games – matching skills	PP Nurse Games – matching skills	PP Librarian Games – matching skills	PP Chef Games – matching skills	Preparation for the interview: Personal appearance
10.15– 11am	Role play	Role play	Role play	Role play	
Break					
11.30- 12pm	What is an interview PPT Get ready for an interview activity	Communication in an interview PPT Social skills	CV writing	Physical appearance on an interview What to wear. How to look	Role play Interview
Lunch					
1.45 – 2pm	PP Practical Skills Cedars – Laundry/cleaning Willows – Recycling Firs – Gardening Beeches – Litter Picking Pines – Lemonade Stand Oaks – Café	PP – Practical Skills Firs – Café Pines – Gardening Beeches – Lemonade Stand Willows – Litter Picking Oaks – Laundry Cedars – Recycling	Practical Skills Firs – Lemonade Stand Willows – Laundry/cleaning Oaks – Litter picking Pines – Café Cedars – recycling Beeches – Gardening	Practical skills Beeches – Café Firs – Litter Picking Oaks – Lemonade Stand Cedars – Gardening Pines – Recycling Willows – Laundry /Cleaning	Practical Skills Beeches – Laundry /Cleaning Firs - Cafe Oaks -Recycling Pines – Laundry/cleaning Willows - Gardening Cedars – Lemonade stand
2.15- 2.45pm	Choose and match skills	Choose and match skills	Choose and match skills	Choose and match skills	Choose and match skills
Break					



Remote Yoga

This term it has been lovely to start to welcome back some of our external partners. We were able to work with our yoga instructor to plan twice weekly remote yoga sessions that children could take part in from their homes

Everyone chose their own new yoga mat and the sessions have been a great success, an opportunity to take 30 minutes out of the day....relax, breath and feel rejuvenated!





‘Our Stories’ filming day

As part of our work with ACoRNS (Autism Community Research Network at Southampton University) we are lucky enough to be involved in a funded project further developing our work on producing digital stories. The project is called ‘Our Stories...developing and applying digital story methodologies for supporting the transitions of autistic children’

The project focuses on supporting children moving to Hill House as well as supporting those young people moving on when they reach 19 yrs

The first stage of the project was to produce a film all about HHS which can be included in the moving plan for a child coming to the school

A film crew spent the day with us capturing a range of activities and locations around the site. Children took part and enjoyed sharing some their favourite activities with the crew . The footage will then be put together as our very own HHS film.

The next stage of the project is to support a young person leaving the school and collect together footage of their new home to help them to familiarise themselves with their new environment before they move in

Monday 29th March – Filming Day

<i>Time</i>	<i>Location</i>	<i>Activity</i>	<i>Those involved</i>
10.00 – Arrive and LFT			
10.30 – Set up			
10.45	<i>Class One</i>	<i>Education activity with Hilda</i>	<i>Kim</i>
11.00	<i>Art Room</i>	<i>Art activity with Alice and Helena</i>	<i>Emma and Jess</i>
11.15	<i>DT Workshop</i>	<i>DT task with Greg</i>	<i>Caden</i>
11.30	<i>Greenroom</i>	<i>Nurture session with Stef or Emily</i>	<i>Enzo or Pierre</i>
11.45	<i>Sixth form room</i>	<i>Work experience with Kate</i>	<i>Hanif and Jack B</i>
12.00	<i>Café</i>	<i>Lunch time</i>	<i>Mixture of children</i>
12.30	<i>Lunch break</i>		
12.45	<i>Hub</i>	<i>Exercise equipment with Nic</i>	<i>Pierre</i>
1.00	<i>Woodland area to allotment</i>	<i>Walk with Laura</i>	<i>Connor</i>
1.15	<i>Relaxation Room</i>	<i>Interaction with surround experience with Hannah or Danny</i>	<i>Billy</i>
1.30	<i>OT Room</i>	<i>Intensive Interaction with Kirsty</i>	<i>Anuj</i>
1.45	<i>Outdoor sensory space</i>	<i>Waterplay and Sandplay with Sonia</i>	<i>Alfie C</i>
2.00	<i>Beeches Home</i>	<i>Yoga with Helena and Adina</i>	<i>Beeches children</i>
2.15	<i>Music Room</i>	<i>Music therapy session with Owain</i>	<i>Phoebe</i>
2.30	<i>Woodland area</i>	<i>Outdoor classroom sensory story with Adina</i>	<i>Jessica and Jack D</i>



Back to School!

We are looking forward to returning to the classrooms and college next term after a year of home - based learning!!

Curriculum approach and Delivery Summer 2021

From the start of the Summer term 2021 our students will be returning to class and college - based learning. Our curriculum approach during this term will take into consideration the transition from home based to class - based learning.

We recognise that our students will need help to re - establish friendships, reconnect with staff and work with others outside of the home bubbles.

We know that an anxious young person is not in a place to learn effectively. With this in mind, the school has thought about the most effective way to support each child's ability to learn. This approach will encompass and support the academic expectations.

We will continue to provide a broad and balanced curriculum, a curriculum that allows our students to engage in rich and varied learning experiences. We will continue with the home - based learning timetable in the lower school which includes the core curriculum, Literacy, Numeracy, PSHE and PE. Alongside this the students will continue to study the topics that make up our thematic approach to learning. The thematic approach allows our students to experience learning related to the arts and humanities.

Students in the school will have increasing opportunities to explore and "get out and about" in the community over the summer term. We will also be reintroducing enrichment opportunities and co-curricular activities provided by our external partners, for example Southampton football club will be returning to do their "Saints ability" football coaching sessions on a Wednesday morning.

The students returning to college - based learning will continue also with their home - based learning timetable and will engage in core literacy, numeracy and PSHE/RSE. The college students will also continue with their "OCR Life and Living Skills" accreditation, building up their electronic portfolio of work demonstrating the knowledge and skills they have developed in preparation for adulthood. The college students will still continue to have opportunities to experience work related learning as part of their curriculum and this will make up part of their timetable for the week. Students in the college will also have increasing opportunities to explore and "get out and about" in the community over the summer term.

Our Therapy team will continue supporting each student to take part in regular Lego therapy sessions and our Occupational Therapist and Assistant Psychologist will be supporting the continued work embedding the learning around the "Zones of Regulation".

With the move back to the school and college classrooms, students will continue to be able to work towards a range of AQA accreditation awards.

It continues to be essential that our students have goals and targets for their own well-being, self – esteem academic and personal progress and achievement.

We will continue to assess our student’s progress throughout the summer term. Targets will continue to be set at the start of the term and recorded in the students’ IEP. The IEP has four main focus areas;

Learning, Communication, Social/Emotional and Physical/Sensory and or Personal Development

Learning “I can “Targets will be set for each student in Literacy, Numeracy, PSHE/RSE, Thematic Learning and Life and Living Skills.

The education team working together with both the therapy and care teams will support the students to work towards these goals and evidence will continue to be captured in real time. The IEP targets will then be reviewed and progress celebrated at the end of the Summer term.

We understand the different opportunities and challenges that a return to the class and college environments may present for our students. Although the structure of their day will remain largely the same, the transition back to class after several terms away may be difficult and confusing for some of our students. We will be making individual plans for each of our students based upon our assessment of how we feel they will manage the return to the classrooms. These individual plans will consider whether the student would benefit from a more gradual return to class with a blended approach of class and home - based learning.

Hill House Summer Term Progress 2021

Summer Term Progress and Attainment of IEP Targets

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 29	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning (Literacy and Numeracy)	29/29 100%	15/29 52%	14/29 48%	0 0%
PSHE/RSE (28 students)	28/28 100%	15/28 54%	13/28 46%	0 0%
Thematic Learning (Arts ,DT & Humanities) (14 students)	14/14 100%	8/14 57%	6/14 43%	0 0%
OCR Life and Living Skills Award (15 students)	15/15 100%	5/15 33%	10/15 67%	0 0%
Communication and Interaction	29/29 100%	15/29 52%	14/29 48%	0 0%
Social & Emotional	29/29 100%	18/29 62%	11/29 38%	0 0%

Physical and Sensory Personal Development	29/29 100%	19/29 66%	10/29 34%	0 0%
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The summer term saw the return to the classes and college after a year of home - based learning. All the students made outstanding progress towards realizing and achieving their IEP targets across the summer term. This achievement and progress was evidenced and celebrated via the student's learning journeys in the IEP review at the end of July.

The students were able to make a seamless transition from the home to class - based learning and the continuity of and access to a broad and balanced curriculum throughout the period of home - based learning contributed to this efficient move back into the classroom environment.

The students continued to make excellent progress with, and achieve their academic goals in line with their Cognition and Learning Outcomes and all the students made expected or above expected progress towards their Cognition and Learning EHCP Outcomes

In the Core curriculum Literacy and Numeracy there was a continued strong performance across the school and college in the summer term. 100% of students made expected or accelerated progress in reading and literacy for communication and 100% also made expected or above expected progress in Numeracy.

Progress for students in PSHE was strong with 100% of students making expected or above expected progress across the summer term. PSHE continues to be one of the "golden threads" running throughout our whole school and college curriculum. The targets set for PSHE compliment and work alongside those set for Social and Emotional development.

The Thematic Learning curriculum continues to be an area of strength in the lower school and the achievements and progress of the students continues to validate this approach. The delivery of the Arts, Humanities and D&T are unified by a single theme. This approach inspires the teachers to deliver enjoyable and memorable learning experiences. Student levels of engagement and understanding were high and they were able to achieve their individual targets in each subject area.

The student outcomes for Communication and Interaction continued to be outstanding, once again all students made above or expected progress. The introduction of the Talk Pads across the summer term has supported the students to reach their learning targets in communication and interaction and we will be working on specific "Talk Pad - I Can" targets in the Autumn term.

The progress towards Social and Emotional Outcomes was outstanding across the summer term. The majority of the targets in this area related to the student's further knowledge and understanding of the use of the Zones of Regulation. The students continued to build upon their knowledge, understanding and application of the Zones of Regulation, with twice daily sessions led by the teacher and supported by the OT and Assistant Psychologist. The language of the Zones and its application are firmly embedded within the curriculum. The evidence from the students learning journeys show that this approach and our students' ability to self-regulate and choose "clever actions" has been an important factor in enabling our students to be in the optimum "green" zone for learning and has allowed such significant progress for them across the curriculum.

Students across the school continued to achieve AQA accreditation at pre - entry level with over 240 AQA awards achieved. All the students in college have been able to contribute evidence to their E - portfolios of work towards the OCR `Life and Living Skills` accreditation. These E - portfolios contain evidence of students work towards the "World of Work" unit and include their work - related learning experiences, mini enterprise projects and life skills around the home and college. Going forward in the Autumn term we also wish to include units which explore aesthetic appreciation and the performing arts as part of the "Life and Living Skills "curriculum.

Celebration Day





Forward Plans for 2021 2022 - Under the One Planet Living Action Plan

Recruit Vocational Lead – to develop Design and Technology and Outdoor Learning

'Keeping safe' weekly session for students

OCR music and arts awards

Create a safeguarding drive and pathway guidance for new themes from KCSIE 2021

Further develop practitioner / collaborative enquiry - research opportunities

Develop 'day in the life' videos

Further develop 'Language that cares'

Develop personalised digital stories for new students joining HHS

New IT for education team

Introduce 'Rainbow theme days' once a term

Implement the 'Show me progress' app

Implement 'How was your day?' opportunity for students using Talk Pads

Further develop and improve home and school environments with input from staff team, children and young people

Further Develop Nurture Programme

Complete Secret Garden – staff break area

From the Hill House Senior Management Team: *Principal - Kate Landells, Vice Principal and Head of Education - Louisa Burden, Registered Manager and Head of Care – Kirsty Marsden, Deputy Head of Education – Greg Jagger, Clinical Integration Lead and Clinical Consultant Psychologist - Karen Varney, Business Finance Manager – Kelly Hysko, Site Manager – Kieran Fitzalan –Hawkes. October 2021*