

# Clay Hill School Local Offer

**Name of site:**

Clay Hill School

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## 01. What does your service do?

Set in the heart of the New Forest, surrounded by landscaped gardens Clay Hill School offers a safe and calm environment for children and young people aged 5-19. It provides the structure which supports young people and children with autism and possible associated learning and social difficulties to develop their social, educational and practical skills. The school's approach is to ensure that each one of its pupils receive a highly personalised and qualitative provision, offering full flexibility of day places, as well as residential boarding for weekly, term-time, and 52 weeks.



## 02. How are decisions made about who can use your service?

Most pupils who are referred to Clay Hill School do so through their Local Authority's SEN placement team, others join the school through parental requests.

### Stage 1

The first step after receiving an enquiry/referral is to decide whether Clay Hill School is suitable for the young person by studying reports, previous assessment data and other available information. We then request a fuller assessment, liaising with other professionals and the young person.

### Stage 2

Parents/carers and the young person themselves will be invited in to meet with our senior managers, teachers (and the care team where applicable) to identify any personal and explicit needs and ascertain if these can be met.

### Stage 3

If it has been determined by the senior leadership team at Stage 2 that Clay Hill may be an appropriate provision for the young person, they will then move onto complete the final part of the assessment process, which will include a day trial at Clay Hill school for the young person.

### Stage 4

The school makes a detailed placement offer to the referrer, which includes how we envisage meeting the young person's needs and the anticipated outcomes.

### Stage 5

The involved professionals and the pupil accept a place at Clay Hill School. We arrange a review meeting to discuss the young person's transition into the school to maximise the placement's chance of success.

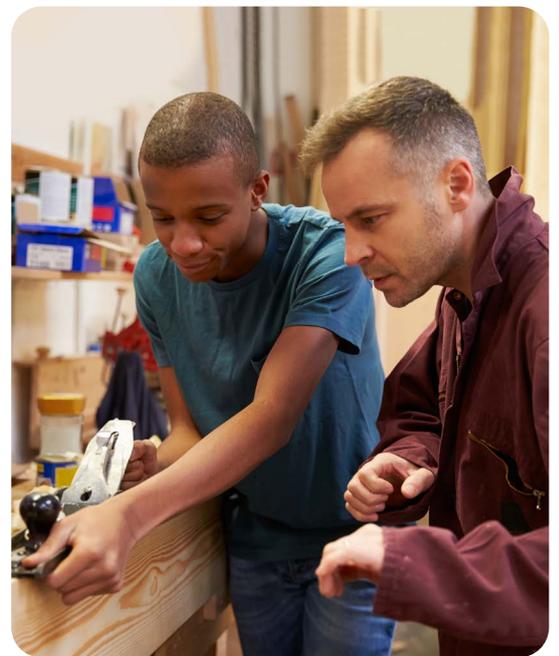
### 3. How will school staff support the child/young person?

Class sizes consist of 3-6 young people, each with a qualified teacher and a qualified Learning Support Assistant as a minimum. However, the school recognises that some young people require 1:1 support in school and/or in the home. This level of intensive support can be provided if required.

#### Clay Hill School provides:

- Integrated care, education and therapy programmes developed to meet individual needs. A full time Therapy and Pastoral lead who delivers therapy such as CBT and Gestalt through Mindfulness and guided relaxation techniques
- A comprehensive and intensive approach to the communication and language needs of the young people – Working with our SALT team and assessing pupils termly using the 'Talk about' Social and communication tool
- Duke of Edinburgh programmes for KS4 pupils
- Active Enrichment programme which supports and develops further learning and also supports in developing life skills of young people as well as supporting them in making social and communication progress
- Integrated school value system – promoted through a linked reward system that promotes essential learning values i.e. Creativity, Resilience, Independence, Teamwork and Aspirations
- Social Stories to help pupils to better understand the nuances of interpersonal communication and a variety of situations, so that they can interact in an effective and appropriate manner
- Full time education within a structured and nurturing school environment. Creative Curriculum based approach to non-core learning
- Emphasis on personal development and developing a growth mind-set within all learners
- Accreditation pathways for all KS3/4 pupils, supported by the use of examination access arrangements to provide our young people with the opportunity to achieve their personal best outcomes
- High staff to pupil ratios
- Individual and small group therapies including psycho-dynamic therapy, speech & language therapy, family therapy and occupational therapy

Every child has a residential key worker and/or a school based tutor. They work in tandem to provide holistic support and education for the child as well as being a cohesive link between home, school, parent/carers and outside professionals. They are the point of contact and provide weekly feedback on the progress of each child.



#### 4. How will the curriculum be matched to the child's/young person's needs?

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Education is valued as a central part of each young person's life at Clay Hill School. Clay Hill School provides every pupil with an engaging, creatively planned and purposeful education.

Our core learning is taught through a Mastery approach. The ethos of this is to support the young people in mastering the skills required to move forward academically, through engaging and problem solving activities. This is a particular focus in Mathematics.

In Literacy, the writers process is taught through the context of their topic and centring around a key text. This supports in the acquisition of key vocabulary to ensure that our young people are fully literate.

Our non-core curriculum is based upon a particular topic or theme. This will be the context, each half term, for non-core learning skills to be taught.

All of the above is complemented by our Curriculum Enrichment programme. This is in addition to what would be normally be provided within a mainstream education setting. These are all internal and external enrichment experiences and opportunities that further enhance the learning taking place within the classroom. This provides context and conceptual understanding to what is being delivered and further support are learners, who can be very literal, in understanding what is being delivered within the classroom.

Clay Hill School staff will support young people in work experience and where possible mainstream colleges to access further education within the community. We ensure a quality careers programme through the Gatsby benchmark.



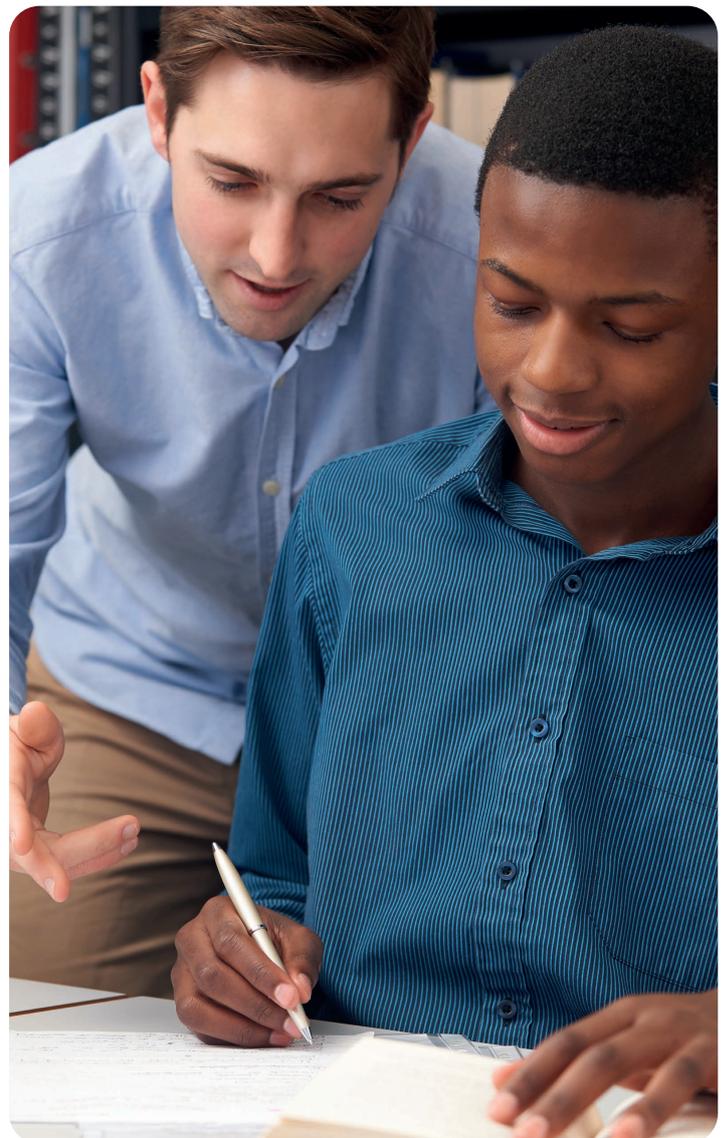
#### 5. Do you offer any therapeutic services?

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The types of therapeutic intervention that are provided at Clay Hill include:

- Psychodynamic Psychotherapy
- Hypnotherapist - Mindfulness and guided relaxation
- Occupational Therapist
- Clinical Psychologist
- Speech and Language Therapist
- Educational Psychologist
- Family Therapist
- Cognitive Play/Behaviour Therapist

Should a specific consultation or therapy be required which is not available at Clay Hill School then the services and input of local medical professionals linked to Clay Hill School are accessed.



## 6. How does the school celebrate the success of children with SEND?

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Our school values underpin our rewards system at school. We have a culture of 'catching young people making the right choices' and reward this accordingly.

Our young people celebrate their successes in a weekly assembly where one child per class will be recognised as a Values champion.

### CRITA CREW VALUES

C - Creativity

R - Resilience

I - Independence

T - Teamwork

A - Aspirations

The values underpin the rewards system within Clay Hill. Within our daily rhetoric we reinforce these values and in fact that are acknowledged and planned for within all lessons.

Each Value is linked to a CRITA character: Cleo, Rita, Izzy, Trev and Arlo. When pupils demonstrate any of the values they receive a CRITA token to put into their CRITA bank. These CRITA tokens then add up to rewards for the children that are meaningful and show they are making progress in key areas that will promote success as they develop as young people.

The academic and personal achievements our young people make are phenomenal and this is communicated in an Annual Awards ceremony for our Year 11 school leavers.



## 7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

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Positive relationships and communication with parents/carers is central to what we are trying to achieve. We strongly believe in collaborative working with our parents/carers in order to support our young people in making choices that will give them the best possible life outcomes.

Each young person has a class tutor. Our Class tutors read every report and record on the young person before they enter their class and spend 45 minutes per day in tutor time with them. As such they get to know them and their daily achievements very well.

At the end of each week, class tutors will email to each parent individual a weekly review document. This is a qualitative report which highlights the achievements of the week as well as indicating next steps and mini personal challenges for the child to attempt the following week.

This email is supported by a phone call also. This gives our parents the opportunity to share their concerns or questions with their child's tutor and supports in building the relationship between school and home.

Each half term, every young person has their ISP (Individual SEN Support Plan) reviewed and any required targets amended. The review process takes place with parents/carers and new targets agreed together, for the next half term.

This is in addition to parental involvement in Annual Review meetings where the overall EHCP is discussed and reviewed for the previous year.

In addition, each term we hold parent's evenings following us sending out every young person's Academic Report and their Social and Communication tracker.



## 8. What support will there be for the child's overall wellbeing?

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Clay Hill School provides a highly experienced pastoral support team for all children. The team provides planned sessions that help the pupils to develop and practice strategies to be able to manage and influence their emotional intelligences, reflection skills and social skills.

Clay Hill School has an intervention room (therapists) for 1:1/small group work and several low stimulus environments which children can access at any time they feel that they need to take some time out or require additional support.

## 9. What specialist services, training and expertise are available at or accessed by the school?

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All staff who work with the children at Clay Hill School are trained to a very high standard in order to be most effective in supporting the children to realise their full potential. The staff at Clay Hill School receive regular training from both in-house and external specialists, all designed to improve practice and improve the outcomes of the pupils.

Clay Hill School staff have accessed the following training:

- ASD – Understanding the needs
- Introduction to Asperger's Syndrome
- Every Child Matters
- First Aid
- Basic Life Support
- Safe Handling of Medicines
- Advance Team Teach
- User Involvement
- Suicide prevention/self-harm
- Child Sexual Exploitation
- Anti Bullying/E-Safety/Cyber Bullying
- Sensory and Communication Integration

Training

- Child Protection
- Managing Aggression
- Fire Safety
- Confidentiality and Data Protection
- Makaton Training
- Anaphylaxis
- Introduction to Health and Safety

## 10. How will children/young people be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

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There is a strong emphasis on learning outside of the classroom at Clay Hill School, making the most of The New Forest and the picturesque, natural surroundings. All children will have opportunities to take part in trips to visit local towns, museums, places of interest and businesses. Children also access outdoor education activities as an integral part of their Enrichment curriculum. Outdoor activities that have previously been engaged in are; horse riding, golf, fishing, cycling, climbing, swimming, orienteering and forest walking. Outdoor education plays an important part in our curriculum giving children an opportunity to discover the forest and learn new skills.

The school has a strong connection in the local community with links developed with local colleges, sport centres, charities and businesses.

Young people living in Clay Hill School homes have opportunities to participate in a variety of after school and weekend activities. Staff explore with each young person their personal interests and if there is not already an established activity, they will work to find access to this locally. Activities may include; visiting the cinema, bowling, laser quest, gym activities, sports clubs, tennis, trampolining, gymnastics, youth clubs and youth organisations, fishing, swimming and go-karting.

Activities are organised within the local community, where appropriate, to ensure the young people have the opportunity to develop their social skills and access their community.

## 11. How accessible is the school environment?

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Clay Hill School is situated in the heart of The New Forest. The completely refurbished school buildings were once a stately country home offering large light, airy facilities. Wheelchair access is available on the ground floor.

Clay Hill School uses the Local Authority's Translation service when necessary for communicating with parents whose first language is not English.



## 12. How will the school prepare and support the child for transition or the next stage of education and life?

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Clay Hill School ensures that children get a positive start to life at Clay Hill School through a well-supported and structured transition and induction programme that includes an initial visit and tour, followed by meetings with staff and peers. All children are given a Welcome Book that contains key information about the school. For some children, who have been out of formal education for significant periods of time, staggered starts building up to a full timetable when they are ready can be adopted.

From the start of a placement the school plans for the child's future. In partnership with the child, parents, carers and Local Authorities, the school ensures full support packages in transitioning children back to their home communities, to new schools or the next phase of education. Staff can support in visits, trial days at new schools, or at interview for post-16 college placements. The 14-19 curriculum at Clay Hill School aims to equip the children with the skills and independence to move on effectively onto the next phase of education and independence. Clay Hill School, in conjunction with our sister school Coxlease, have developed a post-16 provision for children who are not ready or suitable to move into a mainstream college.

## 13. How is the decision made about what type and how much support the child will receive?

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Before a child starts at Clay Hill School a multi-agency meeting is held with the parents, carers, social workers, the young person and the local authority to identify and agree the level of support and provision the child needs. After a short period of time all parties, including the child, will meet for a second time to review the results from the school's screening and baseline assessments and to evaluate the proposed strategies to ensure an effective and successful placement. The Annual Review of the statement / EHCP and other parent meetings are regular opportunities to review each child's provision and their progress.

## 14. Do you have a Children's/ Young Persons Council?

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Clay Hill School encourages children to have a voice in how the school is run and how it can improve. The school council have representatives from all age groups and meet regularly throughout the year. The school council have influenced many of the school's procedures and programmes, from designing the menu for lunch to designing the school uniform, as well as taking a lead on an anti-bullying campaign throughout the school.

## 15. Does the school provide any specialist equipment (e.g. Sensory)?

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There are many specialist areas within Clay Hill School. Our therapy rooms and pastoral support area are equipped with many resources to meet the children's needs. The extensive garden grounds of the school offer low level trim fit trail as well as swings and secure outside play area to encourage healthy exercise.



## 16. How do you support young people to move onto the next stage of their life?

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Clay Hill School offers a range of packages for post-16 students dependent upon the needs of the individual. The school recognises that, at the age of 16, not all young people are ready for the transition back to their home area or to attend a local college. Clay Hill and Coxlease School supports students between the ages of 16-19 in developing further independence skills, life skills and continuing in full time education.

Each package is tailored to each individual with a mix of the following:

- College courses, part time/full time (supported by Post-16 Skills Centre staff)
- Core skills subjects
- Life and Independent skills courses accredited through ASDAN
- Work based training, work experience and supported employment programmes

A detailed transition process underpins the post-16 provision with a clear pathway plan leading to agreed goals and targets. All post-16 students will continue to receive relevant pastoral and therapeutic support, with a focus on moving towards self-determination and independence.



## 17. Where do young people go when they leave your service?

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Most young people choose to stay with Clay Hill School to follow a post-16 Pathway and with the school's support access further and higher education in one of the local colleges take up an apprenticeship, or participate in work experience programmes in the community.

Some young people leave the school at the end of Year 11 and move back to their home areas and into further education in local colleges.

We strive for all our young people to be confident, lifelong learners developing safe, independent living skills enjoying their community.



## Get in touch

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To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Clay Hill School, please contact our dedicated enquiries office today on **0238 028 3633**.