



Hillingdon Manor School

"Hillingdon Manor School is an independent specialist school for children on the autistic spectrum aged between three and a half and nineteen years of age. Split into two sites, we offer a unique provision of education and support to pupils within a wide spectrum of needs and abilities.



Our approach is based upon an eclectic balance of autism specific approaches, complemented in practice by a communication-focused environment. Each pupil is supported by a range of therapeutic and positive intervention strategies to develop their learning potential, to feel that their personality is nurtured and to make effective choices.

Our approach has proven to be very effective since our opening and facilitates the well-being of both our pupils and staff by fostering development of a healthy mind, body and school community."

Judith Azzopardi, Headteacher
Hillingdon Manor School

Our Mission Statement

"Hillingdon Manor School strives to provide effective specialist education and support to pupils with autistic spectrum disorder and their families, which will allow pupils to achieve their full potential in education and life."



Primary - Key Stage 1 and 2

Hillingdon Manor Primary School offers access to the National Curriculum for all pupils aged from three and a half to eleven years. Access to the National Curriculum is tailored to the individual needs of the pupil and is supported through a communication-centred environment. Classes are taught the core and non core foundation subjects.



The curriculum is designed to make connections for the pupils within all areas and we call this 'connective education'. Connective education supports pupils with ASD as they do not necessarily learn incidentally and make connections that other children would make.

Our strong emphasis on visual supports and displays creates a purposeful learning environment and computer programmes such as Widget and Board maker support this. Every class has a visual timetable and the learning board outlines the structure of each lesson, the key language and the behaviour that is expected. Structured approaches are also used which include: Picture Exchange Communication System, TEACCH and Makaton.

Every pupil has their own workstation and areas are created in the classes for group table work and circle times in front of a learning board. The rules are clearly displayed at each workstation and these promote the positive behaviour expected, for example: good sitting, good listening and good looking.



Every pupil has a reward chart with tokens that are relevant and meaningful to them. Each day the pupils work towards earning choosing time and weekly they work towards Golden Time on a Friday afternoon. Pupils also earn points for good work and good behaviour. These points go towards achieving a group outing at the end of each term or half term. Pupils are selected to be awarded 'Star of the Week' and are presented with a badge for the week by the Head Teacher at the weekly awards assembly. A postcard goes home to include parents in the achievement and a certificate is awarded for 3 Star of the Week awards.

Pupils have the opportunity to generalise taught skills outside of school, within class trips, after school club and sporting tournaments.

Liaising with parents/ carers is pivotal to working effectively with our pupils and systems in place such as home school books, working towards charts, parent training and home visits support this.

School Sessions

School Starts/Registration	9.00am
Lessons Commence	9.05am
Break	10.00am - 10.15am
Lunch	12.15 noon – 1.00pm
School Ends	3.30pm



Key Stage 3

Hillingdon Manor School is an independent day school which offers excellent education, opportunities for national accreditation and effective support to pupils on the Autistic Spectrum. Our curriculum approach of 'Connective Education' enables all students to be taught in a way which optimises their learning and is therefore relevant and meaningful to them. All students work at their own level through individualised teaching strategies and differentiated lessons, based on the expectations of the National Curriculum. During Key Stage 3 teachers aim to ensure that a sound basis is developed for all pupils with different profiles of ability and performance in different areas. This prepares the pupils for the coming years of gaining qualifications and accreditation; it also develops an in depth knowledge of each pupil's 'spiky profile' of ability so that the school is well placed to develop strengths while also catering for a variety of needs.



The students in Key stage 3 are given many opportunities to practice what they learn in the school setting, in the world outside school. This is achieved through involvement with the immediate community around school, educational visits across London, use of local sports facilities and involvement with peers in the local comprehensive mainstream and special schools.

The specialist curriculum at Hillingdon Manor School addresses the main areas of impairment of autism effectively alongside the pupil's individual academic achievement. Our approach is based upon a therapeutic communication-focused environment with structured and focussed teaching to ensure constant progress in all areas – social and emotional, cognitive, behavioural and physical.



Each student is supported by a range of positive intervention and reward systems to feel safe and secure enough to make constructive choices. Pupils earn 'thumbs up' tokens to become Pupil of the Week and also work towards a group outing. A postcard goes home to include parents in the achievement and a certificate is awarded for 3 Pupil of the Week awards.

Our approach has proven to be very effective since our opening and facilitates the well-being of both our students and staff, resulting in a vibrant and exciting learning community.

School Sessions

School Starts/Registration	9.00am
Lessons Commence	9.15am
Break	10.45am – 11.00am
Lunch	12.45pm – 1.30pm
School Ends	3.30pm



Key Stage 4 / Key Stage 5

Hillingdon Manor School is an independent day school which offers excellent education, opportunities for national accreditation and effective support to pupils on the Autistic Spectrum. Teaching is structured and focused to cover the National Curriculum, taking into account individual difference, ability and interests in learning. Besides the core areas of learning (English, Maths, Science, ICT) students are offered options in a range of subjects and skills at different levels: History, Geography, Citizenship, PE, Art, Textiles, Photography, Life skills, Work related Learning, Music Tech, Performing Arts, Painting and Decorating, Multi skills, Horticulture and Food Technology. Accreditation available to the students at Hillingdon Manor School includes ASDAN, GCSEs, Entry Level qualifications, certificates/awards/diplomas in life and vocational skills in line with the National Qualifications Framework. Pupils are able to participate in the Duke of Edinburgh's Award Scheme.



The students in key stages 4 and 5 are given many opportunities to practice what they learn in the school setting and in the world outside school. This is achieved through involvement with the immediate community around school, structured work experience locally, use of local sports facilities and involvement with mainstream peers in a local schools and college. If students reach a specific level of ability in dealing with mainstream situations, they have the opportunity to re-integrate and study at a local college.

The specialist curriculum at Hillingdon Manor School addresses the main areas of impairment of autism effectively alongside the pupil's individual academic achievement. Our approach is based upon a therapeutic communication-focused environment with structured and focussed teaching to ensure constant progress in all areas – social and emotional, cognitive, behavioural and physical.



Each student is supported by a range of positive intervention and reward systems to feel safe and secure enough to make constructive choices. Students are divided into Houses and earn points towards their house outing – points are awarded for good work, compliance with school rules and as a motivator during lessons. The points also go towards an individual total and when pupils earn 350 points, they achieve a merit which is worth a £5 high street voucher. Students who are not motivated by this system will have individualised incentives and rewards.

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Curriculum

The educational curriculum at Hillingdon Manor School is holistic and specifically designed to meet the needs of pupils/students with autistic spectrum disorders. This curriculum approach consists of three key areas: the core curriculum, enrichment curriculum and specialist curriculum.

The Core Curriculum

The core curriculum focuses upon enabling meaningful access to the National Curriculum, vocational areas, accreditation frameworks and individual learning programmes in a connective manner. The core curriculum is not a 'stand alone' structure and is only effective when supported by a specialist and enrichment curriculum focus. The core curriculum at Hillingdon Manor School delivered using a **streamed approach**.

Time	Monday
9.15-9.30	Registration/PSHED Look at the duty chart
9.30 - 10.30	MATHS
10.30-10.40	Snack
10.40-10.55	Break
10.55-11.10	Assembly
11.10-11.55	SPELLING TEST
11.55-12.00	Transition time

This approach is flexible and focuses upon meeting students' academic needs in a way that takes account of their social, emotional, and developmental profiles. This ensures that learning is relevant and meaningful and promotes the application of skills in a manner which allows optimum levels of achievement.

Specialist Curriculum

The specialist curriculum structure is a supportive structure that enables students to manage the effects of their ASD as independently and effectively as possible and therefore remove barriers to their learning potential and life success. Examples of specialist curriculum activities include:



- Access to therapeutic intervention including, Speech and Language Therapy, Occupational Therapy, Drama and Movement Therapy, Music Therapy, Counselling, CBT.
- Dyslexia support programmes
- IEP targets
- Behaviour Support Plans
- Daily anxiety management and relaxation support
- Regular physical activity



Enrichment Curriculum

The enrichment curriculum is a supportive structure which promotes the development of human resources and capabilities. It enables students to apply knowledge, understanding and skill in a manner which causes success in society and facilitates patterns of life long learning and active citizenship. Examples of specialist curriculum activities include:



- Emotional literacy programme.
- Life Skills programme
- Work related learning
- Involvement within the Duke of Edinburgh Award Scheme.
- Sex and relationship and drug related education
- Mainstream participation programme.
- Social skills programmes
- Citizenship programme
- School Council
- Healthy eating events
- PSHE focus weeks
- Acknowledgement programmes (including the Jack Petchey Award)



Philosophy

Hillingdon Manor School is committed to providing a therapeutic environment that ensures that all pupils are treated with dignity and respect and that their needs as human beings are met. This ensures the maintenance of an emotionally healthy school community and in turn promotes the development of emotional intelligence. This foundation provides an environment where optimum learning can take place.

Active and effective involvement in the teaching and learning processes within the school is further encouraged through the use of specifically designed behaviour support plans. Being a person with autism means that, to varying degrees it is difficult to understand what is expected by other human beings and by society in general. Firm, fair and consistent rules, boundaries and expectations as well as clarity of language used to describe these essential processes, provide a framework for security and understanding, and enhance personal and social development in a manner which improves the pupils' ability to relate effectively with others.

Using a solution-based approach to language as opposed to language associated with 'blame' and 'right' or 'wrong' supports the maintenance of a low anxiety learning environment and facilitates understanding and learning. Ultimately this ensures appropriate access to individual learning programmes within the context of a supportive and effective school community.

Aims

We aim to do this by providing a curriculum of connective education which will give opportunities for pupils to make connections and gather meaning that will allow them to progress throughout the curriculum and in the world outside the school.

We promote the use of a consistent language-focused environment which will address the anxieties and difficulties which come with social and communication impairments of autism. Staff work to provide an environment where the emotional, social and physical needs of the pupils will be met in such a way that the pupils will learn to be responsible for and manage their own thoughts, feelings and actions and their learning.



Policies

The school bases its policies and ethos on equal rights and places strong emphasis on equal opportunities with respect to race, gender, sexual orientation, religious belief and disability.

Pastoral Care

The school's Promoting Good Behaviour Policy provides very clear definitions, aims and guidance about how pupils emotional well being and pastoral care will be supported by all staff. Each teacher and tutor takes responsibility for the behaviour support plan and individual educational plan for their class group and ensures that all staff work together and with the pupil's parents. These plans help pupils to work towards decreasing behaviours which inhibit learning, independence and acceptable behaviour.

Behaviour

As stated above, behaviour is supported very clearly, consistently and constructively through the Promoting Good Behaviour Policy, the support plans for each pupil, staff and parent training and the home/school support service.

The school maintains a calm low anxiety environment which supports the pupils in keeping the school rules and boundaries.

Staff are trained in knowledge about what happens in the brain in times of high anxiety and emotional charge. This gives insight into how to bring a pupil back from being very upset to being able to calm down. This means staff are proactive in creating an environment where pupils are set up to be able to manage their thoughts feelings and actions effectively. This gives pupils autonomy and control in a way that works for them and for others.

There are occasions when the emotional charge is so high that a pupil may become a danger to their own and others health and safety. When this occurs staff may deem it necessary to use physical intervention as set out in the school's Physical Intervention Policy. Staff have been trained in the use of ethical and legal physical intervention as approved by the British Institute of Learning Disability.

All behavioural incidents are recorded, discussed with parents and kept by the school. They are open to scrutiny by any appropriate individuals or agencies. It is emphasised that such reports are not judgmental. They are reports of what has occurred and compliment the school's Risk Assessment system.



Remissions Policy Statement

In line with the company's contract, an individual contract may be terminated by the school or LEA/Parents/Carers with not less than nine weeks written notice.

Where the provider can justify exceptional extenuating circumstances for instance related to a specific teacher's contract this period may be extended by 12 weeks by mutual agreement between the Provider and the Authority.

The Head is entitled to exclude a pupil/student from school if there is a foreseeable risk of harm to the pupil/student endangering him/herself or other pupils/staff and in some cases property. Twelve hours notice will be given to the parents and the Local Education Authority.

If a pupil/student does not appear to be benefiting from attendance at the school, the school authorities will give a least nine weeks notice to the parents and the Local Education Authority that the pupil/student will have to be placed elsewhere.

Students leaving school at the end of their school careers will be supported by the appropriate agencies, eg Connexions Service. A transition plan written by the Local Education Authority after the Annual Review, following the pupils fourteenth birthday, will support the pupil/student as they prepare to leave school as a adult.

Services available for adults with autism:

Local Colleges, Autism Specific Adult Service, Supported Learning Schemes, Social Education Centres.

These vary from authority to authority.

Therapies

We offer a wide range of Therapies at HMS: Speech and Language Therapy, Occupational Therapy, Music Therapy, Drama & Movement Therapy, Counselling, Clinical Psychologist services

Speech and Language Therapy

Speech and Language Therapy is integrated into all aspects of the school day through our flexible service delivery model. All pupils receive direct and/or indirect Speech and Language Therapy input which is provided by our Specialist Speech and Language Therapists.



Pupils' speech, language and communication needs are identified through formal and informal assessment by our Speech and Language Therapists and through consultation with teaching staff and parents. We provide a 'needs-led' service that is delivered within the framework of the provision specified in the pupils' Statement of Special Educational Needs.

Occupational Therapy

Occupational Therapy is integrated into many aspects of the school day. All pupils have access to Occupational Therapy input which is provided by our Specialist Occupational Therapist. Pupils' needs in the areas of fine and gross motor skills, activities of daily living and sensory processing are identified through formal and informal assessment by our Occupational Therapist and through consultation with teaching staff and parents.



We provide a 'needs-led' service which includes direct and indirect Occupational Therapy input to pupils. The service is delivered within the framework of the provision specified in the pupils' Statement of Special Educational Needs.



Expressive Arts Therapy

Music Therapy and Drama & Movement Therapy provide the opportunity for pupils to develop expressive potential, enhance communication skills, and channel/transform patterns of behaviours and impulses into a creative outlet, focusing on emotional and social development. All pupils have access to Music Therapy and Drama & Movement Therapy. Pupils are referred for Expressive Arts Therapy when a need for this type of therapeutic support has been identified by teaching staff and discussed and agreed with parents.

Music Therapy

Music has always been a powerful tool for expression and has the capacity to touch our emotions deeply. Music Therapy is based on the understanding that the ability to respond and experience music is an innate natural quality in human beings. Music Therapy's main goal is to improve the quality of life for people of all ages who have physical, psychological, learning or behavioural difficulties. The aims and objectives are determined by the specific needs of the individual in the areas of communication, social interactions and emotional development.



Drama and Movement Therapy

Pupils have the opportunity to work with dramatic representation of events and worries that in real life was previously too difficult or indeed frightening. In the context of a drama therapy session the students are offered permission to explore different aspects of their personality and play with other ways of being. This gives them a safe context whilst increasing their confidence to manage behaviours that may overwhelm them in the classroom.

Counselling

Counselling offers a more talking-based support service for pupils who choose or can access this way of working to self-reflect on issues that may be affecting or interfering negatively with their personal and educational development. Communication with the pupil's system (parents, teachers, other professionals) can be offered as support for the pupil and their ongoing development.



Ofsted Report

Some of the positive things Ofsted Inspectors said about Hillingdon Manor School in July 21, 2008

- Pupils make **good progress** in their communication and personal development and **learn to effectively manage** their particular anxieties and difficulties coping with the world around them. They **behave outstandingly well** and develop effective ways in which to express themselves.
- **Relationships between staff and pupils are excellent** and the productive working atmosphere in most lessons is built on a firm foundation of trust and enjoyment of learning.
- **Pupils are supported well** and the **provision for welfare, health and safety of pupils is good**.
- **Teaching assistants provide excellent support for pupils' behaviour** and have a **good knowledge of their social and emotional needs**. They also manage and support pupils' communication skills well.
- The **Principal, utilising staff** with particular expertise, has analysed the strengths and weaknesses of teaching **exceptionally well** and has focused on improving the quality of teaching
- **Staff commitment and motivation are high**
- The **provision for pupils' spiritual, moral, social and cultural development is good**. The school is firmly founded on supporting **the whole child** and especially their personal development. As a result, **pupils enjoy school and attendance is good**.
- There is a **good range of information provided to parents** and carers, both **formally and informally**. Daily communication books keep parents informed and there are regular updates about what is being taught.
- **Reports to parents are very thorough and detailed and a well organised** system for the annual review of each pupil's statement is in place.



Criteria for Admission to Hillingdon Manor School

For Consideration for Admission to School

- The child's needs should arise out of their autistic spectrum disorder, and some other related pervasive developmental disorders.
- The child will have a Statement of Special Educational Needs, issued by their Local Authority.
- The Local Authority will accept financial responsibility for the pupils' education at Hillingdon Manor School.
- The child will have the commitment and support of their parents/carers to the educational approach used at Hillingdon Manor School through parents agreeing to the home/school contract.
- The school is suitable for the child's age, ability and aptitude.
- The child's attendance at school would be compatible with the provision of efficient education for the children with whom the child would be educated.
- The attendance of the child at the school would be compatible with the efficient use of school resources.
- Admissions are made on the basis of availability of placements, taking into account the above factors, plus a child's level of functioning, learning difficulties and age.





Procedures for Admission of Pupils

Parents may visit the school on designated open mornings.

The most effective route for admission to HMS is when parents and the Local Authority agree that HMS may be an appropriate placement for a child and a joint application is made for assessment.

This involves the Local Authority contacting the school to request an assessment to determine whether HMS would be an appropriate placement for the child.

The child and parents would then attend an Initial Contact appointment at the school.

The school then decides whether to proceed with a more detailed week assessment of the child's needs and whether the school can meet them effectively.

The Local Authority and parents are notified of the outcome of assessment.

When the school decides that it could meet the child's Special Educational Needs and there is a place available, the Local Authority will be asked to confirm that it accepts financial responsibility for the placement for the admission process to continue.

Following confirmation that the Local Authority will accept financial responsibility for the placement, a Transition Plan is developed by HMS in consultation with the child's parents, current school staff and other relevant professionals. Transition Plans are tailored to the individual needs of the pupil and include social stories to prepare the child for new routines and staff.

There will be a review meeting with the child's parents within 6 weeks of the child's admission to discuss the placement and to develop IEP targets in collaboration with parents.



Contact Details



Primary School/Admin address: Key stages 2, 3 and 4

The Manor
Harlington Road
Hillingdon
Middlesex
UB8 3HD

Tel: 01895 813679

Key stages 4 and 5/Vocational Centre

The Courtyard
Church Road
Hayes
Middlesex
UB3 2UH

Tel: 020 8573 7419