



# HILLINGDON MANOR SCHOOL PROSPECTUS



## Hillingdon Manor is an independent specialist school for children on the autistic spectrum between three and nineteen years of age.

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

Located over three sites for Early Years and Primary (Upton Grange and Yiewsley Grange) and Secondary (The Manor), the school provides education from early years up to secondary, and offers a unique mix of education and support to pupils within a wide spectrum of needs and abilities. Personalised teaching and learning in an autism specific environment allows pupils' individual needs to be addressed completely and their capabilities fully realised.

Hillingdon Manor School is part of Outcomes First Group. The group is a leading national provider of outcomes-led learning, life skills and therapeutic care for children and adults with autism, complex needs and social, emotional and mental health difficulties.

## Welcome

### A message from our Executive Headteacher

On behalf of our pupils, staff and governors I would like to welcome you to Hillingdon Manor School. We are very proud of our school and the staff work extremely hard to make learning fun and exciting for all our pupils. I feel privileged to lead an enthusiastic and committed team and firmly believe that when pupils move on from our school they have the necessary skills and coping strategies to succeed in life regardless of individual needs.

At Hillingdon Manor School, we aim to provide a broad and balanced education for all pupils within a happy, stimulating and healthy environment and we want each child to achieve the best he or she can. We have excellent teachers, therapists and support staff who all work as part of a very close team. Our Governing Body plays an essential role in the development and success of the school. Parents work with us in partnership and we have a strong sense of community. Children come to us from 17

different Local Authorities in London and the Home counties and we continue to build partnerships with agencies to ensure all our pupils have the best start in life.

We value the importance of celebrating achievement to build children's self-esteem. The school council, Eco-Council and Eco-Warriors represent pupils' views and meet regularly. Pupil voice is an important part of school life and their ideas are discussed and acted upon.

We have reward systems in place that encourage positive behaviour and pupils work towards going on reward trips at the end of each term and 'Golden time' on Friday afternoons. During our end of year assembly, all pupils are awarded for their achievements across the year.

I hope that this prospectus gives you a taste of life within our school and helps you to discover more about us, the achievements of our pupils and the opportunities we provide.



# Hillingdon Manor School Vision





## Introduction

Hillingdon Manor School offers a personalised curriculum so that all pupils benefit from individualised learning underpinned by the National Curriculum. Teachers' planning ensures that pupils take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress. The purpose of this prospectus is to provide a comprehensive overview to share with staff, governors, other professionals, families and other interested stakeholders.

At Hillingdon Manor School the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards.

In line with the National Curriculum aims, we would like all pupils who attend Hillingdon Manor School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

## Aims

Pupils will receive and develop:

- A firm grasp of basic skills through the teaching of individualised curricula including the National Curriculum
- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- Respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school and in preparation for life in a diverse society
- A curriculum that promotes and supports development and understanding of fundamental British Values
- The confidence that comes when achievement is recognised
- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education which prepares them for successful, inclusive, enjoyable, rich and active lives
- An education which gives them high expectations for their future
- A curriculum that builds on a variety of approaches to learning and teaching
- An education that allows development and expression through creative opportunities
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the child

## Objectives

Each pupil will be encouraged to:

- Listen attentively
- Develop an enquiring mind with the confidence to explore through trial and error
- Learn to communicate effectively in verbal and written form
- Learn to acquire information from various sources and to record findings in various ways including the use of digital technology
- Understand mathematical ideas and apply numerical skills
- Understand basic scientific ideas and concepts
- Gain a basic understanding of historical and geographical skills and knowledge
- Acquire control of tools, computers and digital technology
- Appreciate the joys and benefits of physical education and experience a range of sporting activities
- Use music, drama and art/craft forms as a means of creative expression
- Learn how to spend their leisure time imaginatively, independently and cooperatively in formal and non-structured environments
- Learn self-help skills and be aware of the rewards and dangers of society in preparation for adult life

## Teaching & Learning

All teachers at Hillingdon Manor School ensure our pupils acquire knowledge, skills and understanding as they progress through a curriculum which is designed to meet their special educational needs. This practice is multisensory, language-centred and connective. Learning is the process through which pupils can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context which is relevant and meaningful to all pupils on the autism spectrum to ensure effective learning and appropriate accreditation. All staff will work in such a way that the learning environment is one which is calm and consistent, with clear expectation, both as a group and as individuals. This will maximise information processing throughout each day allowing the pupils to realise their full potential. The curriculum design across all age ranges connects pupils with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis of autism and its associated learning difficulties. This design makes meaningful connections for pupils which maximises their potential for success and independence.



**“Pupils enjoy good-quality teaching throughout the school.”**

Ofsted



“Typically, at both the primary and secondary sites, the learning environment is positive.”

Ofsted



## Our Early Years and Primary Sites

Our Early Years and Primary settings are located across two sites, Upton Grange and Yiewsley Grange, where we have classes from Early Years Foundation Stage up to year 7.

### Upton Grange

Upton Grange located in Slough, is our Early Years and Key Stage 1 site, providing education for children aged 3 to 7 years old. The school offers the Early Years Foundation Stage, National Curriculum and the Equals Semi Formal Curriculum, alongside a Forest School led by a full time Level 4 Forest School teacher. Providing small class sizes with four to eight children, supported by a Teacher and two Teaching Assistants in each class, children benefit from an individualised and person-centred approach where they can progress at their own pace appropriate to their specific needs.

### Yiewsley Grange

Yiewsley Grange, located only 20 minutes away from Upton Grange in Yiewsley, is our Early Years and Primary site, providing education for children aged three and a half to 11 years old. Yiewsley Grange supports pupils in their Early Years Foundation Stage, Key Stage 1 and 2. Access to the National Curriculum is tailored to the individual needs of the pupil and is supported through a communication-centred environment. Our topic curriculum is implemented through 'The Creative Learning Journey' which is a skills based curriculum focusing on personalised learning.

### The Learning Environment

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



### The School Day

• School opens:	9.00am
• Registration:	9.00-9.15am
• 1st Lesson:	9.15-10.15am
• Break time:	10.15-10.30am
• Snack:	10.30-10.45am
• 2nd Lesson:	10.45-11.30am
• 3rd Lesson:	11.30-12.00pm
• Lunch time:	12.00-1.00pm
• Just Right time/Relaxation:	1.00-1.15pm
• Creative Learning Journey:	1.15-2.00pm
• Activity break:	2.00-2.15pm
• Creative Learning Journey:	2.15-3.00pm
• Choosing time:	3.00-3.15pm
• Pack up time:	3.15-3.30pm
• Home time:	3.30pm

## Our Secondary site

Our secondary site is located at the Manor and Lawns where we have provision for year 7 up to year 14.

### Key Stage 3

Our curriculum approach enables all pupils to be taught in a way which optimises their learning and is relevant and meaningful to them. All pupils 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.

### Key Stage 4 & 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), pupils 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 pupils 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.





**“Therapists make a strong contribution to the quality of teaching and learning.”**

Ofsted

## Therapies

### Speech and Language Therapy

The aims of Hillingdon Manor School Speech and Language Therapy team is to work jointly within the clinical team and with the wider school community to ensure that equality of communication and opportunity is provided for all. Where appropriate pupils will have access to AAC (Alternative and Augmentative Communication) resources and AAC teaching approaches. The school aims to provide a 'total communication' environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate and maintain conversation, make and maintain friendships and express their own ideas and opinions. The Speech and Language Therapy Department provides a specialised pupil centred speech and language therapy service to meet the individual needs of all pupils at Hillingdon Manor School which is delivered as an integral part of their education.

The Speech and Language service at Hillingdon Manor School is a highly collaborative integrated model which is focused on enabling pupils to access the class based curriculum and to understand and communicate effectively in all school settings. All classes have a Speech and Language Therapist (SLT) attached to a class group of between 4-10 pupils and work intensively and collaboratively with the other members of the staff team, including other members of the clinical team. The SLT team will advise on curriculum delivery and support teaching staff with differentiation of work to support receptive and expressive language ability.

Speech and language therapy time is allocated to each class. Therapy approaches and delivery are determined by the pupil's Speech and Language Therapist. This collaborative approach to working ensures that pupils benefit from a high level of input through SLT advised groups, integrated classroom strategies, a whole school approach to maximising communication opportunities and therapist led class sessions.

Hillingdon Manor School is an environment where communication strategies are embedded throughout the school day and each pupil's communication needs are recognised and strategies then practised in each lesson and across different environments. This approach means that each pupil has the opportunity to develop and practise skills in a naturalistic environment leading to generalisation of skills.



### Occupational Therapy

Our in-house Occupational Therapy service aims to enable all pupils to "participate in the activities of everyday life".

We ensure that the requirements of all our pupils' Statements of Special Educational Needs or Education, Health and Care Plans (EHCP) are met and the Occupational Therapy offered at Hillingdon Manor exceeds this for the vast majority.

Every member of the school community plays a key part in the delivery of this service. This reflects our belief that engagement in meaningful activities throughout the day is what allows our pupils to develop their independence, sense of identity and well-being. We work as part of the whole team around each child, to optimise the Person-Environment-Occupation fit.

We are part of the wider therapy team, working closely with Speech and Language Therapy, Drama Therapy, Psychology and Counselling.

### Drama and Movement Therapy

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

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.

Pupils are referred for Music Therapy when a need for this type of therapeutic support has been identified by teaching staff and discussed and agreed with parents.



**“The support pupils receive for their physical and emotional well-being is strong. Professionals provide intervention strategies, including speech and language therapy, to build pupils' self-esteem. This enables pupils to be more engaged in their learning.”**

Ofsted



## Prospective Parents

### Criteria for Admission to Hillingdon Manor School

For Consideration for Admission to School:

- The child's needs should arise out of an autistic spectrum condition
- The child will have a Statement of Special Educational Needs, issued by their Local Authority
- The Local Authority will accept financial responsibility for the pupil's 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
- 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 pupils 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 the school is when parents and the Local Authority agree that Hillingdon Manor 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 the school would be an appropriate placement for the child.

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

The school will then decide whether to proceed with a more detailed 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 Hillingdon Manor 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 six weeks of the child's admission to discuss the placement and to develop Individualised Education Plan (IEP) targets in collaboration with parents.





## Contact Us

### **Upton Grange – Early Years and Primary**

Upton Grange  
Datchet Road  
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Tel: +44 (0) 1753 971090

### **Yiewsley Grange – Early Years and Primary**

High Street  
Yiewsley  
UB7 7QP

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### **The Manor and The Lawns – Secondary**

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Hillingdon, Middlesex  
UB8 3HD

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