

WELCOME TO THE LOCAL OFFER FOR CHAILEY HERITAGE SCHOOL, PART OF CHAILEY HERITAGE FOUNDATION

[Chailey Heritage School is an Ofsted 'Outstanding' School yet again - click here to see the latest Ofsted Report](#)

Our pupils



Chailey Heritage School is a special school for children and young people aged 2 to 19 with [physical disabilities](#), and [complex health needs](#). Our pupils also have learning difficulties, some very [profound](#) through to those who are able to achieve entry level certificates by the time they leave. Many of our pupils have a hearing impairment, a visual impairment or both, including those who are profoundly deaf and blind. A very small number of our pupils can walk with assistance, but all use wheelchairs for the majority of the time. Most of our children are non-verbal, but some can speak, and all have access to communication techniques suited to them individually.

Our staff

We have a very highly trained and skilled body of staff and have many, many years of experience of specialising in disability, communication, mobility, sensory needs and complex health care needs.

We have a large team of NHS neuro-paediatric medical and therapy experts on site, including Consultants, a large nursing team and rehab engineers amongst many others.

Residential provision

Our [residential provision](#) is very flexible. Most of the young people who stay with us are pupils at the school, but we do take those who are not.

We offer short breaks, which may be a night once in a while, or may be for a longer period if required. We have weekly and fortnightly boarders right through to full-time 52-week residential provision.

We offer special residential placements for young people for after they have had an operation and cannot go home. We have introductory 'tea' sessions on weekdays for children to get to know our residential staff and our bungalows.

Please also see our Local Offer for [Residential Services](#).

Our school

Our school is part of [Chailey Heritage Foundation](#), a non-profit making registered charity (number 1075837) which has been providing education, care and support for children and young people with disabilities and their families for over 100 years.

We are not a local authority school, so placements with us must be made by special arrangement with your local authority or funded privately. We only take children and young people who really need all our very special support.

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All of our pupils have special educational needs as well as a wide range of physical disabilities, health and sensory needs.

The highly trained multidisciplinary teams, both here and at [Chailey Clinical Services](#) (part of the [Sussex Community NHS Foundation Trust](#), and our on-site partners), provide clinical support for our pupils and have a very detailed knowledge of each pupil and, with a continuous assessment process, are able to notice any changes in their health and wellbeing. Both teams work closely with parents and with each other.



2. How will the school staff support my child/young person?

Staff are also trained to use a wide range of [ICT](#) devices, including 'Eye-Gaze', which enable pupils to have the best access to learning and leisure.

All pupils are given opportunities to use [powered mobility](#), from single-switch equipment through to full independent mobility, enabled by trained staff and occupational therapists, and supported by on-site engineers.

We have a high ratio of staff to pupils because of their very high needs, often 1:1 or more. We have classes of between 5 and 8 pupils. All staff have comprehensive training, focusing on the specialist knowledge necessary to support the complex needs of our pupils.

Our staff are trained to use a variety of [Augmentative and Alternative Communication](#) (AAC) systems and work closely with the speech and language therapists (SaLT) to select and develop systems to meet individual needs – we have a library of communication aids for our pupils to try. There is also a specialist AAC SaLT on site.



Physical and communication development is incorporated into every aspect of the school day, planned and supported by on-site physiotherapists and Speech and Language Therapists.

Health needs are met by on-site [nurses](#) who offer a 24 hour service, 365 days a year. During the week there are [doctors](#) on site, and at other times there is a Consultant on-call.

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

The School has three departments called, [St Martin's](#), [Seymour](#), and [Hanbury](#). The curriculum is totally personalised, each child having their own 'my next steps' which are derived from in-depth profiling of each child. The profiling process is carried out by teachers, therapists and family. All activities are differentiated to take account of their individual requirements.

These profiles include the pupil's and parent's aspirations, and have integrated curriculum and therapy targets. Areas covered are: communication, engagement and support, social and emotional welfare, physical, access to technology. Some pupils will have functional skills profiles and the most able will have subject specific profiles including maths and literacy.

The my next steps are designed to be addressed throughout the whole school day and will be the main focus of learning.

Each pupil has an individual timetable which takes into account their learning and additional needs. This may include using on-site hydrotherapy pool, multi-sensory studio, dark room, horse riding with a trained Hippotherapist, rebound therapy, music sessions and therapy sessions.



4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Assessment of each child's progress happens every day in every lesson. This is how staff learn what is best for each child. Lessons are then planned using this knowledge to meet the individual needs of each pupil and take them to the next step.

Pupils' progress is recorded in Learner Progress Files. The Headteacher and an external consultant monitor each child's progress, reporting regularly to Governors. If a child is not making the progress we expect, the teaching team, therapists and parents assess the situation and new strategies are put in place.

There is a series of meetings with parents to discuss all aspects of the child. These include:

- new pupil meetings after 8 weeks
- Annual health reviews and multidisciplinary ad hoc health reviews with members of the medical, care and education teams
- annual reviews
- parents' consultations

Enquiries from parents about their child's progress and welfare are welcome at any time, as are visits to the school, emails and phone calls.



Reports to parents include:

- home school diaries, which are used on a daily basis
- annual end of year reports, summarizing the learning and progress of the child
- annual review reports, including therapy and medical reports
- Next Steps including parental aspirations, therapy and residential targets and outcomes



We offer parents [informal training](#) and discussion on a wide variety of topics. Some of this is offered at coffee mornings, to help parents understand common issues, to support each other and most importantly to develop friendships. Some of the training sessions can be more formal.



A [Family Liaison Worker](#) is available to support parents and carers. The support that each family needs varies and can change over time. This role provides access to a professional not directly involved in their child's care to help resolve any difficult issues, liaise with external agencies and organise social events and training for parents.

5. What support will there be for my child's/young person's overall wellbeing?

On [admission](#), parents are welcomed into school and work alongside staff to settle their child and help us to understand their needs. Each pupil has a named teacher and link worker in school, and a residential keyworker if appropriate.

We take a multidisciplinary and holistic approach to our pupils' wellbeing. Our specialist medical team, nurses and therapists on site, work closely with school and residential staff to ensure pupils' medical needs are well met and that they are pain free, well-nourished and have good postural management.

Each pupil has a named Consultant who undertakes a detailed initial assessment which generates an individual care plan, and this is reviewed annually or more frequently if required. There is a 'bleep' system throughout the site to call the medical team for routine calls and emergency situations. Many outpatient clinics are held on site.



The residential school nursing team offers a 24 hour, 365 day nursing service for the school, as well as residential bungalows to support the on-going management of complex medical needs and any altered healthcare needs. The nursing team also has 24 hour access to doctors.

We also benefit from having access to a specialist in behaviour and psychological therapies and regular meetings are held in school.

Pupils' views are voiced through the [School Council](#) and our 'All About Me' document which is updated with the pupil regularly. An independent advocacy service is offered to help pupils speak up and express their opinions. Staff will also advocate for the pupil on less formal occasions.

6. What specialist services and expertise are available at or accessed by the school?

Our specially trained teaching staff includes a multi-sensory impairment teacher, specialist SPMLD teacher, specialist teachers of the Early Years, specialist sex & relationships teacher and PSHE teacher. We also have Hippotherapists a rebound therapist and an aquatics team who work in the hydrotherapy pool in conjunction with the physiotherapist and hydrotherapists.

Our partner, [Chailey Clinical Services](#) (part of the [Sussex Community NHS Foundation Trust](#)), shares our site and all our pupils have access to paediatricians, physiotherapists, speech and language therapists, occupational therapists, rehabilitation engineers, and other specialist medical practitioners including 24 hour nursing support.





The highly specialist therapy support is also available for Alternative and Augmentative Communication, Switch access, [powered mobility](#) including assistive technology such as [Sensing Collision Avoidance Detector](#) (SCAD) and [track system](#), and complex postural management.

Equipment reviews for each pupil are held twice a year by physiotherapists, occupational therapists and the rehabilitation engineering service. Troubleshooting is carried out as quickly as possible. On-site [engineering](#) can make bespoke adjustments to meet the needs of individual pupils, and creates innovative ideas/suggestions to support independence.

There is currently a list of 39 specialist clinics, all of which are on site. This means that pupils can have their clinics here rather than having to go off-site. Examples of clinics are: audiology, posture, dental, dietetic, eating and drinking, functional vision, podiatry, botox, spinal.

7. *What training have the staff, supporting children and young people with SEND, had or are having?*

All [staff](#) receive a comprehensive induction programme, including sessions on safeguarding, epilepsy awareness, posture management, eating and drinking, positive behaviour support, and much more. This ensures that the correct skills and knowledge are gained and statutory requirements are fulfilled. There is also an annual programme of training, including updates required to meet statutory health and safety obligations.

Training programmes are delivered either by external specialists or by appropriately trained school/Chailey Clinical Services staff and can be based on the changing needs of the pupils.

Staff are also trained to use a wide range of ICT devices, including Eye-Gaze, to enable pupils to access learning and leisure.

School and care staff are trained in many procedures and interventions, and are signed off by nurse assessors. Examples of these are: medicines preparation and administration; gastrostomy; basic life support; long term ventilation; seizure management; suctioning; eating and drinking; intimate care management.

Pupils who have a significant dual sensory impairment [visual and hearing impaired] are supported by trained Interveners. Working 1:1, an Intervener acts as an enabler, promoting the pupil's social and personal development, encouraging their independent skills and facilitating their communication with the world around them. Our Interveners are trained by SENSE, a national charity for deaf-blind people.

In accordance with the requirements of Regulatory Inspection Bodies in Care we support staff to gain their own Qualifications and Credit Framework (QCF) Diploma Level 3 in Health and Social Care.

All drivers are trained in minibus driving and safety and are assessed by an external minibus assessor prior to being allowed to drive.

8. *How will my child/young person be included in activities outside the classroom, including school trips?*

We aim to provide all our pupils with as much variety and differing experiences as possible, both on and off-site. Inclusion in the [community](#) is a strong value for us.

Each year, [off-site visits](#) take place regularly and could include time spent at Hindleap Warren, an

outside Education Centre, with canoeing, archery, zip wires; visits to Glyndebourne Opera House, London, science centres, farm visits, and shopping trips.

We have many links with local schools that we visit, and who visit us. We give assemblies at other schools where our pupils demonstrate how they communicate and use their wheelchairs. We perform music and drama at other schools, including the Shakespeare Schools' Festival, and at the Brighton Festival.



On-site, we have a [hydrotherapy pool](#) and [horse riding](#) with a trained [Hippotherapist](#), where appropriate.

We are also able to offer [privately funded riding sessions](#), subject to assessment, for children and young people who are either prospective pupils or for others who will benefit from this therapy.

The Hydrotherapy pool is open on Saturday afternoons twice a month for Family Swim Sessions. These sessions give families an opportunity to swim together and have fun whilst making the most of our pool.

We offer after school activities, both formal and informal, including [Scouts](#) and football. We also offer [holiday activity clubs](#) throughout the year at a small charge.

During the summer, a week's holiday away is arranged for those pupils who stay with us for 52 weeks of the year.

[Aquamovers+](#) is a fun and dynamic group for parents and their disabled children aged under 5 years old. It is run by a physio and speech and language therapist. It includes a land based session and time in the hydrotherapy pool. Parents meet other parents and gain some practical support while having fun with their child.

9. How accessible is the school environment?

The Chailey Heritage School site is fully wheelchair accessible and includes a 'track' system for some powered chair wheelchair users to promote independence.



There is overhead hoisting throughout including in the [hydrotherapy pool](#) and for [therapeutic horse riding](#). We have lovely grounds including wooded areas, a 'secret garden' a large pond and a playground with swings and roundabout. All areas are accessible.

10. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

On admission, parents are welcomed into school and work alongside staff to settle their child and help us to understand their needs. Each pupil has a link worker in school, who ensures that all relevant staff know every aspect of the child's needs, and joins up all communication, including with the family.

[Transition](#) between classes and between departments are very carefully organised. There are lots of visits made, to meet new staff and to get to know the new environment, as each department has its own building. Each class moving up will take some familiar staff with them, and those children who have 1:1 teams will move with someone who knows all their needs.

As young adults, our students move on to a variety of different placements. We start planning in earnest for the best possible future placement once the pupil is in year 12, although we will have started the [transition](#) process in year 9. We have a dedicated teacher who has a database of suitable future placements, and whose job is to help families explore potential placements and guide them on the journey. Once a placement is decided upon, visits and familiarisation will begin.

There is an on-site day and residential facility for young adults with disabilities aged 19 to 25 called [Chailey Heritage Futures](#). The on-site [Life Skills Centre](#) offers exciting activities on a pay-as-you-go basis, and is also open to adults with disabilities living in the community. If you would like to receive more information about these facilities, please contact the Life Skills Centre Receptionist futureslifeskills@chf.org.uk or 01825 723 723.

[Futures Hub](#), part of the Life Skills Centre, is a vibrant and modern day provision supporting transitional needs of 19-30 year olds in the community with complex physical and/or sensory impairments. The Hub offers bespoke packages to meet an individual's needs and aspirations with the aim of improving health and wellbeing, developing skills and increasing their confidence.

[Chailey Heritage Pathways](#), part of Chailey Heritage Foundation is a community support service, which sets out to provide individuals with a flexible way to access the support they need, when and where it is needed. This could be in their home, or in the community, facilitating access to activities, events or attractions.

Pathways offers a person centred community support service in Sussex for children, young people and adults with physical disabilities and complex health needs.

For pre-school children with disabilities, we have a term-time weekly group called [Aquamovers+](#). This group has a session in the hydrotherapy pool as well as having land side activities run by a qualified Physiotherapist and a Speech & Language Therapist. There is also time built into each session for families to be able to socialise.

11. How is the decision made about what type and how much support my child/young person will receive?

If a local authority recognises that a child's needs will be best [met](#) by our expertise and facilities, they will make a referral to us. When a [referral](#) is made an admission [assessment](#) process is held over two days. The assessment includes meetings with Paediatric Consultants, therapists, nurses, specialist teachers, and residential staff for those who want short breaks or boarding.

Following the assessment, a multidisciplinary meeting is held to determine whether the child's needs would be best met at Chailey Heritage School and informs the planning for admission.

The assessment papers, which will include reports on levels of educational support, residential support, nursing care, therapies required, and fees required to meet the identified needs are then sent to the child's local authority by Chailey Heritage School. The local authority has to agree to fund the placement before a place is offered.

We can also take children on [privately funded placements](#) and the assessment process will be very similar.

12. How are parents involved in the school? How can I be involved?

As well as the formal meetings described in section 4, there are many ways parents can be involved. For example, parents always have skills that are useful with our pupils, so we have parents who volunteer at the school, supporting communication groups and eye-gaze development for example. We have siblings who come to us for work experience and also to volunteer. Parents are welcome to join their child's class or therapy session by prior appointment.

Parents have their own Facebook group and there is an active Parents/Carers group called CHIPS - Chailey Heritage Information and Parent/Carer Support - for information and peer support.

There are a multitude of [celebrations](#) and special events throughout the school year to which families are invited. We love to see grandparents and siblings.



Members of our children's families often come and visit our residences, where they can join in with activities, or just spend quality time with their child. It is very rare that there aren't family members around the site.



There is even parents' on-site [accommodation](#) in the form of two self-contained studio apartments are available for parents/families to hire. This enables parents and families to stay on site with their child for longer visits, during illness or post-op care and also for those travelling long distances so that they can attend parents' consultations, Celebration Days, etc.

There is a Family Room where parents and families can socialise much as they would at the school gate, hold information activities, events, coffee mornings, etc.

13. Who can I contact for further information?

General enquiries: Pam Whiting, Admin Manager
pwhiting@chf.org.uk or 01825 724 444 ext 136

School enquiries: Claire Hall, School Secretary and Headteacher's PA
office@chf.org.uk or 01825 724 444 ext 102

Children's Home enquiries: Susan Duke, Social Care Placement Manager
residential@chf.org.uk or 01825 724 444 ext 308

Futures (19-25) enquiries: Susan Duke, Social Care Placement Manager
residential@chf.org.uk or 01825 724 444 ext 308

Life Skills Centre enquiries: Centre Receptionist
futureslifefskills@chf.org.uk or 01825 723 723

Pathways enquiries: Bernie Tobin, Pathways Manager
btobin@chf.org.uk or 01825 723 723 ext 305

OTHER USEFUL CONTACT INFORMATION:

CHAILEY HERITAGE FOUNDATION WEBSITE:
www.chf.org.uk

Chailey Clinical Services (part of Sussex Community NHS Foundation Trust) enquiries:
01825 722 112
www.sussexcommunity.nhs.uk/chailey

Please also see our website for other useful information -
http://www.chf.org.uk/Useful_Info_from_CHF.pdf