

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 complex physical disabilities, high health needs, sensory impairments and associated learning difficulties.**

The majority have a diagnosis of cerebral palsy, while other pupils' disabilities are caused by acquired brain injury or genetic condition. Many of the children have complex medical needs.

The majority of pupils have a learning disability, including some who have profound and multiple learning difficulties. However, others are cognitively able and their barriers to learning are their medical needs and physical disabilities.

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 rehabilitation engineers amongst many others.

Residential provision

Chailey Heritage Residential offers residential provision for children and young people up to 19 years old with complex physical disabilities and associated health needs. We offer a range of flexible and bespoke packages of support from living with us all year to weekly/fortnightly boarding, termly, short breaks.

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

Pathways

Chailey Heritage Pathways offers highly specialist care for children and young adults with physical disabilities and/or sensory impairments and associated health needs.

We provide a flexible way to access highly specialist care and support, both at home and in the community, facilitating access to activities, events or attractions.

We are very proud of the warm, caring and professional relationships our staff build with the children and young people, and look forward to widening our reach into the community.

Our school

Chailey Heritage School is a non-maintained special school which is part Chailey Heritage Foundation which was established by a very determined young lady, Dame Grace Kimmins. In 1903 she took over a derelict former parish workhouse in rural East Sussex. With her, she brought 7 disabled children from East London to their 'place in the country' where they could be cared for, medically treated and educated in what became the first purpose-built school for children with disabilities in this country.

Today we have a national reputation for our work around communication and developing independence through powered mobility. Every year we support children, young people and their families by providing a range of world-class services, especially catering for those with a neurological motor impairment, such as cerebral palsy.

Our aim is to provide a **stimulating and inclusive environment** where all young people are given every **opportunity** to make progress towards fulfilment and develop **life skills in preparation for adulthood**.

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, communication and sensory needs.

The highly trained multidisciplinary teams, both here at Chailey Heritage School and at Chailey Clinical (part of the Sussex Community NHS Foundation Trust) 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. Chailey Clinical offer flexible specialist services for children and young people with complex neurodisability and provide clinical support to children and young adults,

We work as a multi-disciplinary team (MDT), including therapists and rehabilitation engineers (RES), nursing and medical staff in order to assist and enable our young people. We 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. Eye gaze technology can really support learning, and can transform opportunities for communication.

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. Chailey Heritage Foundation engineering team have developed a range of advanced assistive technologies to develop driving skills and allow progression.

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.



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.

The close relationship between our highly skilled residential team and the nursing team from our on-site partners Chailey Clinical provides stability with the young people's health needs. Nurses are on call 24 hours a day and there are doctors on site during the week. In the evenings, at weekends and during the holidays there is a consultant on-call.

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) 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.



Personalised programmes of clinical support provides a holistic approach to the young people's behavioural, speech and language, physiotherapy and occupational therapy needs. This ensures each

Specialist techniques and resources include:

- Bespoke structured use of sensory cues including objects of reference and touch cues

- Intensive interaction
- Chailey Communication System
- PODD
- VOCAs (Voice Output Communication Aids)
- Eye-Gaze technology
- Staff are trained in Makaton and BSL when appropriate

individual's clinical needs are recognised and responded to promptly.

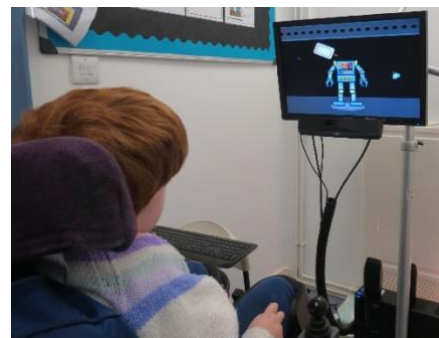
3. *How will the curriculum be matched to my child's/young person's needs?*

The Chailey Heritage Individual Learner Driven Curriculum (CHILD) 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 where appropriate 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 are 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 ad hoc health reviews with members of the medical education teams.
- Parent consultations, Individual Pupil Review meetings
- annual reviews
- parents' consultations



Reports to parents include:

- home school diaries, which are used on a daily basis
- annual review reports, including therapy and medical reports
- Profiles including My Next Steps. They are developed by the teacher and multi-disciplinary team in partnership with parents.

Teachers report progress via the Home school book on a regular basis.

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.



We offer parents informal training and discussions 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.

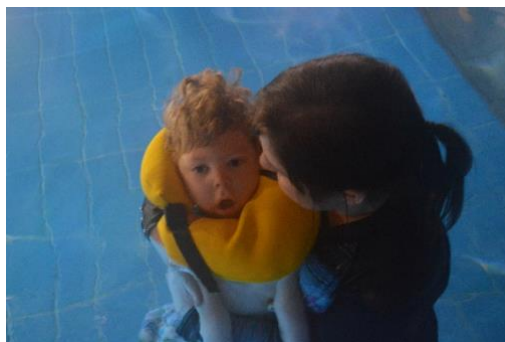
5. *What support will there be for my child's/young person's overall wellbeing?*

Becoming a Pupil

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 team of TA's 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 clinical behavioural psychologist and regular meetings are held in school.

Pupils' views are voiced through the 'All About Me' document which is updated with the pupil regularly.

All communications attempts are valued and acted upon in both formal and informal situations. Pupils are encouraged to develop their communication skills at all times. 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, PSHE teacher and music teacher. We also have Hippotherapists, rebound therapist and an aquatics team who work in the hydrotherapy pool in conjunction with the physiotherapists.

Our partner, Chailey Clinical Services (part of the [Sussex Community NHS Foundation Trust](#)), shares our site and all our pupils have access a named paediatrician, physiotherapist, speech and language therapist, occupational therapist, and access to 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, a variety of powered mobility options including assistive technology such as

- TRACK wheelchair guidance system (with over 1km of track both indoors and around the school site)
- Audio Signposting System
- Sensing Collision Avoidance Detector (SCAD) for wheelchairs
- Powered Standers
- Universal Power Base
- Effort Reduction Wheelchair – making free driving easier



Our on-site RES team at Chailey Clinical Services consists of qualified engineers, technicians and clinical scientists. They adapt, modify and problem solve issues with equipment, 'mount' equipment for optimal use by the child, carry out on-site repairs and design and manufacture bespoke equipment. They undertake 6 monthly equipment reviews together with the physiotherapists and Occupational therapists and provide advice on safety in the use of equipment.

The engineers can make bespoke adjustments to meet the needs of individual pupils, and creates innovative ideas/suggestions to support independence. Having the breadth of this service in a school setting is unique to Chailey Heritage Foundation

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, 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, manual handling, epilepsy awareness, posture management, complex 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 staff and can be based on the EHCP identified training requirements and 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 to meet the everyday health care needs of the pupils. They are trained and are signed off by nurse assessors. Examples of these are: medicines preparation and administration; gastrostomy; 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 including the care farm. Inclusion in the community is a strong value for us.

Each year, off-site visits take place regularly for example to Glyndebourne Opera House, London, science centres, farm visits, bowling, ice skating 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.

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

Chailey Heritage Foundation is a 'Centre of Excellence' for Hippotherapy, which uses the movement of the horse as physiotherapy to help build core strength.

The benefits of therapeutic riding include:

- working on motor, communication and social skills
- sustained cardiovascular exercise
- an activity outside in the fresh air
- boosting confidence

The service is provided all year round during term-time, along with an after school Riding Club. We also offer multisensory sessions for those who cannot ride the horses.

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.

We offer after school activities, both formal and informal, including Scouts and various sporting activities including wheelchair football, table cricket, boccia, curling and table tennis. We are affiliated with Boccia England and Sussex Cricket and compete in regional competitions. We also offer holiday activity clubs throughout the year at a charge.

During the summer, a week's holiday away is arranged for those pupils who live on site.

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 team of trained staff to support them in school. They ensure your child's needs are met, and communicate to other team members, including with the family.

Transition between classes and between departments are very carefully organised. There are visits made, to meet new staff and to get to know the new environment. Each child 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.

Chailey Heritage Futures, is an on-site day and residential facility for young adults with disabilities.

Life Skills Centre, is a uniquely modern and vibrant facility offering a creative and alternative learning environment and a thriving social network to those aged 16+ years with a physical and/or learning disability.

Futures Hub, part of the Life Skills Centre, is a vibrant and modern day provision supporting transitional needs 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.

Aquamovers+, is a term-time weekly group for pre-school children with disabilities. 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 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 identified would be best met at Chailey Heritage School, and whether the provision specified in the EHCP can be met 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. Parents are welcome to join their child's class or therapy session by prior appointment. There are opportunities to assist with fundraising, attend training, coffee mornings covering a wide range of subjects. We have siblings who come to us for work experience and also to volunteer.

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 parents' on-site accommodation in the form of two self-contained studio apartments 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 which parents and families use between appointments, 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, Foundation Admin Co-ordinator
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