



PAPILLON HOUSE SCHOOL



Papillon House School, Pebble Close, Tadworth, Surrey KT20 7PA

Welcome to Papillon House School

Papillon House School is a special school for children aged 5-19 years with profound autistic spectrum disorders (ASDs) and associated challenging behaviours.

Set in extensive woodlands in Tadworth, Surrey, Papillon House School provides a relaxed and caring environment for all children. We understand the important role you the family play in your children's lives and at Papillon House School we have created an atmosphere whereby all members of the family feel welcomed and valued.

This prospectus is designed to tell you more about the school, its aims and objectives, what we offer our children and how we work to meet their special educational needs. We are committed to enabling every child to experience success by developing their strengths, celebrating their achievements and acknowledging their unique personalities.

Gillian Hutton B.Ed., Dip.SEN
Director

Department for Education (DfE) Registered No. 936/6590

Aims of the School

At Papillon House School we aim to ensure that all our children achieve their full potential in a relaxed and caring environment that is well structured and where the curriculum takes into account the needs of the individual child.

We aim to provide the highest quality education and therapy for our children. This will be achieved by creating a language and communication rich environment that is enhanced by a multidisciplinary approach of education and therapeutic interventions. Thus enabling our children to achieve individual success and maximise their full potential.

Ethos and Values

Papillon House School offers a curriculum that is differentiated and specific to each individual child and so enables him/her to develop intellectually, physically and socially.

Children are supported to develop confidence, self-esteem, independence and awareness of moral and cultural values in a nurturing and happy environment.

The school supports other schools and agencies in the sharing of expertise and knowledge.

The Curriculum

Papillon House School delivers a Communication/Community based curriculum which includes:

- Self-help and Independence Skills
- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Physical Development
- Creative Development

Across the curriculum the children's learning is enhanced by the use of signing, symbols, pictures, technology and aspects of the TEACCH approach. Children's progress will be monitored at all times and assessed using P (Pre-National Curriculum) Level and SCERTS (Social Communication/Emotional Regulation/Transaction Support) as we believe this will provide a better profile of the progress our pupils make and supports the way in which we work at Papillon House School.

The curriculum also provides opportunities for swimming, horse riding, cycling and community visits such as going to the local supermarkets, cafes and the seaside. The Secondary Department also offers our pupils the opportunity for overnight stays both at Papillon and other appropriate facilities.

Physical Education

Papillon House School provides each pupil with physical activities that are enjoyable and enables him/her to develop good motor co-ordination and improve communication and language skills. There are opportunities for indoor activities in the main hall and in the soft play area. Outdoor activities take place in the school playground and the surrounding woodland areas. This helps to promote self-esteem, an awareness of others and a level of co-operation. Swimming, horse riding and cycling are also part of our Physical Education curriculum.

Sex and Relationship Education

Within the programme of work for sex and relationship education children will be encouraged:

- To begin to develop a sense of moral responsibility;
- To develop self awareness, self-esteem and respect for others;
- To develop skills, to make choices and decisions and communicate their views and feelings;
- To know and identify external parts of the body;
- To recognise similarities and differences in each other;
- To be aware of personal safety and develop strategies to promote the same;
- To develop understanding of family life and the relationships within families and friendship;

This work will be covered and built on each year. Children's questions are answered simply and honestly as they occur.

Parents may request that their child is withdrawn from this part of the curriculum. Parents who wish to make such a request should speak to the Head Teacher.

Religious Education

Papillon House School is a non-denominational school. They will attend regular school assemblies to teach an ability to tolerate others in close proximity and different sounds that they may encounter – these will not offend any pupil's cultural heritage. Children may be withdrawn from R.E. lessons and/or assemblies if parents/carers request it. Parents who wish to make such a request should speak to the Head of School.

English as an additional Language (EAL)

The School views linguistic diversity positively. Pupils and staff must feel that their natural language is valued. The School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk from underachievement. The school identifies individual pupil's needs, recognises the skills they bring to school and ensure equality of access to the curriculum. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Individual curriculum planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. There is careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding. The School makes every effort to ensure that any additional needs of pupils' family members with English as an additional language are recognised and met.

Links with the Wider Community

Links with the wider community includes visits to local places of interest and curriculum related visits. On admission parents will be asked to sign a form consenting to such visits. Our children also benefit from visits from members of the local community.

The Leadership and Management of the School checks the quality of teaching and learning and the curriculum provided to ensure that staff do not impose any particular views. The School always ensures that a balanced presentation of views is offered. We do not promote any particular political views.

Sensory Room and Soft Play

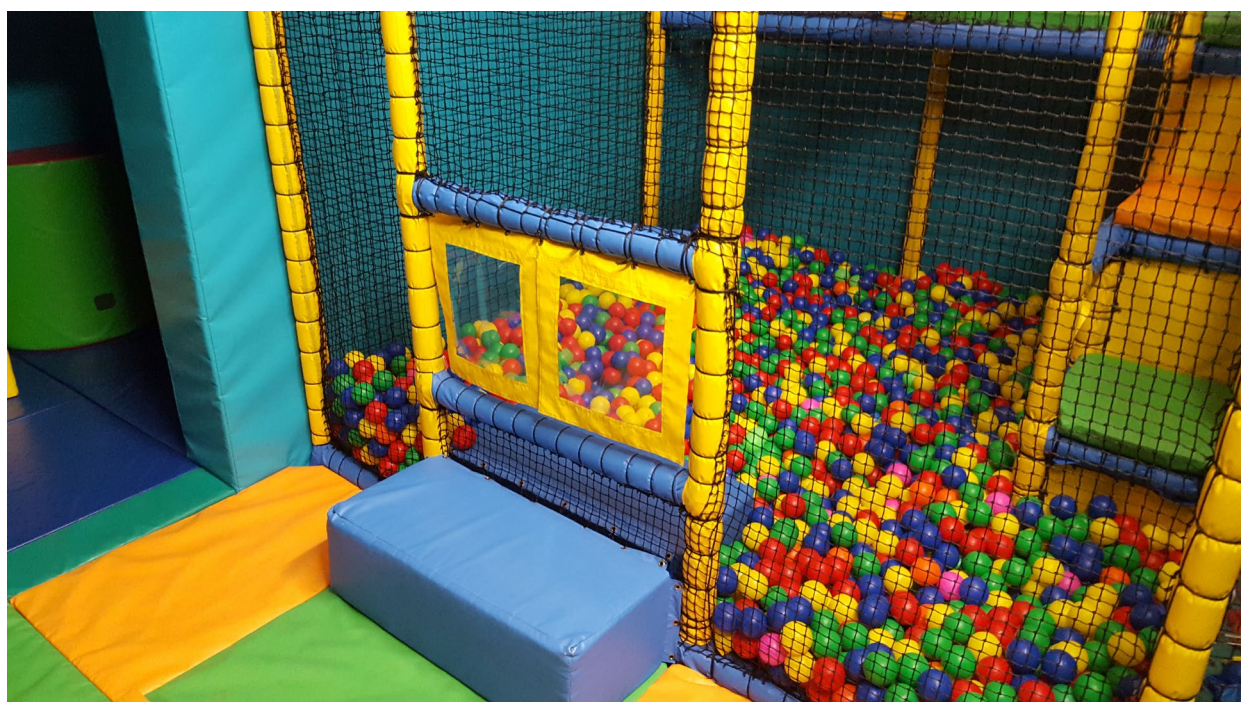
Our children benefit from both a fully equipped Sensory Room and a Soft Play Room which provide light, sound and touch to develop the children's social and communication skills. The Sensory Room helps children de-stress and relax or alternatively as the need arises and provides appropriate stimulation. The Soft play room allows children to explore and take risks within a safe environment.

Outside Play Area

The outside play area has been specifically designed to take account of our children's special needs. Not only is this area used for free play sessions and physical education lessons but also as part of each child's personalised learning programme to further develop their social and communication skills. The outside area also includes a trim trail which is designed to help develop a child's gross motor skills

Horse Riding

During their time at Papillon House School all children have the opportunity to go horse riding at Epsom Riding for the Disabled Centre. We have found that our children benefit greatly from this type of activity.



POST 16

The Post 16 provision at Papillon House School offers the eldest members of the school a range of learning opportunities that are based not only within the school class but also utilising the fantastic facilities provided onsite and within the local community.

Our Post 16 curriculum helps and supports each individual by preparing them for adulthood. This is essential to lead them to good outcomes for further education, employment, independent living, good health, and community inclusion.

The Post 16 group have a dedicated horticultural area with raised beds, a poly tunnel and a potting shed. Here the students learn how to safely use common garden tools. They are taught how to care for and grow edible plants; these are used where possible in the school café. They also grow herbs and a variety of seasonal plants.

A strong theme of the curriculum includes Enterprise activities. This supports the students to learn money skills and enables the students to produce and sell ornamental hanging baskets, container plants and vegetables to parents, staff and friends. This year the students have used the money raised to fund an exciting extra-curricular activity to see a show at a top London theatre.

Internal work-related skills are developed through a café, a car washing scheme, horticulture and animal care.

Once a week a café is offered to staff run by the students. Here the students learn a wide variety of skills that are transferable to either a work environment or into their homes. The students learn administration tasks such as order taking, form filling, stock taking, money management and shopping for supplies. On the day of the café the students work together to fulfil the lunch orders. The staff are able to choose from an extensive café menu including soups, baguettes, paninis and salads. Periodically the menu is revised and updated. Where possible ingredients are used that the students have grown in the horticultural area.

On site a large Life Skills Room provides the students with a perfect base to learn skills outside of the classroom in a realistic kitchen this has proved to enhance their independence and co-operation at home. They learn functional activities such as cooking their own lunch, how to use common household appliances such as a washing machine, dishwasher, hob and oven.

Within the grounds our students have the opportunity to learn how to care for our school chickens, which are also popular with the younger children. The chickens provide eggs for the café.

External work experience is offered in partnership with the National Trust at our local heath which is Site of Special Scientific Interest (SSSI). The students learn skills within conservation under the guidance of the ranger. Individual work placements can be arranged for specific interests if needed. The post 16 students all have membership at the local Leisure Centre and are taught how to use the gym promoting them to be proactive in their own health and well-being.

The school works in partnership with a local specialist educational charity and social enterprise to provide a mobile classroom that visits the school with all the tools, equipment and materials needed to teach young people valuable skills in carpentry/joining, plumbing, electrical, brickwork, painting and decorating.

Transitions are supported onwards from Papillon House School, ensuring that the young people achieve their goals and aspirations. Collaboration with parents and social services means that our young people are given the best opportunity to be successful in their future placements; examples may include moving onto a local Further Education College, National Specialist College or in an Individualized package that works with the young person's funding Borough with their Local Offer. Where needed link courses are arranged.



Assessment

Personalised Learning Programmes are supported by regular assessment as development may not follow the usual progression, and skills which have been gained can be lost. Children's work is assessed thoroughly and appropriate records kept to monitor progress and inform future planning.

Photographic evidence forms a vital part of the assessment process.

Many of the approaches and strategies used are shared with parents in order to extend continuity of experience for the child. Contact with parents will be both formal and informal through a home/school book, telephone calls, home visits, parents' evenings and written reports.

Children's progress will be tracked using the following assessments as appropriate:

- P Levels
- SCERTS
- AET

In addition a review of the Statement of Special Educational Needs (SEN) will take place at least once a year. Parents/carers and all professionals involved with the child will be invited to submit a report and attend the review. SENs are currently being converted into Education and Health Care Plans (EHCP). An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.



THERAPY

'Flexible, functional and creative therapy at the point of need.'

The purpose of the Therapy Department at Papillon House School is to reduce the barriers to the pupils learning within the classroom and other learning environments. Our service is an integrated, collaborative and organic service working to the specific needs of the pupils. We aim to build on communication and functional skills and enable and promote independence to the best of each pupil's potential. The therapy at Papillon House School aims to provide the scaffolding to support each pupil learning style. The therapy team are dedicated in working alongside the teaching staff to support the pupils in the achievement of their P Levels and the components (B squared) required to achieve that level.

SCERTS is at the heart of Papillon House School and brings together education and therapy staff to ensure a holistic and autism specific approach to our work with the children and young people.

Our team of therapists consist of Speech and Language Therapists, Occupational Therapists and a Creative Arts Leader. All qualified staff are registered with the Health Professionals Council (HCPC) and their professional bodies as well as special interest groups.

Our team of specialist therapists are very knowledgeable in assessment and use a variety of methods using formal and informal assessment tools to ensure the truest assessment of the pupils Speech and Language and Occupational Therapy needs. All children are assessed upon entry and then re-assessed at transitional points or should the need arise such as tribunal or a significant change in the pupil's functioning. Reviews are written yearly in line with the annual review of the pupils' education health and care plan (EHCP). Targets are reviewed on a half termly to termly basis dependant on the child's progress and the type of therapy they are receiving.

The therapy team are dedicated to using treatment approaches that best fit the pupil from more traditional approaches to newer approaches. The team are committed to ensuring that therapy approaches work and are grounded in research where ever possible. The team participate in continuing professional development as part of their registration and are always on the lookout for new assessments or treatments approaches that may support the pupils they provide therapy to.

Every child at Papillon House School that is statemented for therapy has a unique and individualised programme. We are also in the fortunate position to be able to provide therapy to children and young people at the point of need and not solely based on their statemented provision. This allows us to provide the support when the children and young people need it.

Therapy is provided in a style that best supports the pupil in the form of direct therapy (individual and group), integrated therapy in to the classroom and other learning environments and school and home programmes. Therapy staff attend annual reviews and are an integral part of the behaviour support team. Therapy staff are available on a daily basis for classroom staff to discuss any therapy issues and provide direct support at that point if required, as well as providing in-house training.

We have been through a rapid period of growth in terms of the numbers of children and the therapists we require to provide that therapy and we have grown into a well-established part of the school. We are consistently reviewing our practice and attend training specific to our professions and as well as more specific ASD training. We review our service at the end of each academic year to ensure our practice is supporting the pupils as we aim to.

We acknowledge the importance of close collaborative working with parents and we are available at parents' evenings, by telephone, email and by direct appointments.

Behaviour

General

Like any reasonable parent, our aim is to be friendly. Firm when necessary, and fair with the emphasis on 'fair'.

There are, of course, many minor rules and a few major ones, and we constantly remind the children about these and, as far as possible, explain the reasons behind them. The reasons very often relate to matters of safety, or the desirability to show consideration to the needs of others. Our principle aim is to instil the children with self-discipline. We actively promote good behaviour and effort in a positive manner by praise and rewards.

Exclusion

At Papillon House School we recognise that although we do our best to ensure that all pupils are correctly placed there are occasions when it may be necessary to consider a change of placement. Exclusion of a pupil is always a last resort and will only be suggested in full consultation with the parents/carers. When it is considered that the placement at Papillon House School is no longer appropriate parents/carers will be given full support to find an alternative provision.

Physical Handling

The approach used at Papillon House School to help the children to make progress has been describes as "Positive Intervention." This means that our children are helped to join in with, or carry out activities that, given free choice, they would not attempt. The overriding fear a child experiences at the suggestion of something they perceive as out of their routine makes it very difficult for the child to try a new or even slightly different activity. Education is all about extending the child's experiences and rather than leaving this up to the child we support them through the experience so that they gradually learn to be less fearful, trust and take directions from an adult and find some satisfaction in the activity. This approach can lead to very good progress. Through its consistent use our children come to understand what is expected of them, feel safer and are more able to learn.

In order to work this way a certain amount of physical handling is sometimes necessary. This could be leading a child by the hand or giving an encouraging pat on the back. Children will only be restrained when they are a danger to themselves or to those around them. All staff have been trained in the Team Teach approach. Parents/carers will be asked to support this policy by signing the enclosed agreement.

Pupil Welfare

Child Protection and Safeguarding

Papillon House School takes seriously its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care. The School's Designated Child Protection Officer (DCPO) is Alicia Rickman, Head Teacher.

Recruitment of staff reflects best practise in this area and this is set out in our Safer Recruitment Policy. At Papillon House School we operate a safe recruitment policy. All staff will have an Enhanced DBS (Disclosure and Barring Service) check prior to appointment.

Equal Opportunities

At Papillon House School we aim to eliminate discrimination and to promote equal opportunities and good race relations in all areas of school life. We aim to create an effective learning environment that encourages race equality by eradicating racism and valuing diversity, encouraging acceptance of all groups in our society. This environment will be free from bias and discrimination and aims to reflect the diverse society in which we live. Such an environment will promote confidence and self-esteem in pupils and staff; it will also help to raise levels of attainment, and so helps prepare our pupils for life in a multi-cultural society.

Discrimination against pupils, staff and adults on the basis of colour, culture, religion, race, gender, ability, age or class is unacceptable. All forms of discrimination are socially divisive and hinder individual development. Forms of discrimination and stereotyping may, at times, be quite unintentional but are, nevertheless, unacceptable and harmful to the intellectual and social development of both pupils and adults.

Medical arrangements

The School has trained First Aiders to provide emergency aid when required. On admission parents will be asked to complete a medical form. We also ask parents to keep the school informed of any changes.

We are able to give pupils medication when it is a long term medication. Please see our Medicines Policy for further information.

Accessibility Plan

The School Accessibility Plan identifies areas in which our school might be improved to provide equal opportunity of access to all pupils, staff and visitors. This involves ensuring pathways are clear and accessible to all, that portable ramps are provided wherever there are stairs. This plan enables all children regardless of their disability, to have the opportunity to move freely and safely throughout the school and to be offered an appropriate learning environment.

Health and Safety

The school recognises and accepts its responsibilities under the Health and Safety at Work Act 1974, to provide a safe and healthy environment for the teaching and non-teaching staff, the pupils and other personnel who may come onto the premises.

The overall responsibility of Health and Safety conditions at work for all employees, pupils and other personnel who may come onto the premises is that of the Director.

The Head Teacher will seek to provide staff with sufficient information necessary to carry out their duties in a safe and healthy manner and will seek to provide such training for staff in respect of risks to health and safety as is necessary.

General Organisation

Each class has a maximum of 6 pupils supported by a minimum of one Class Teacher and three Special Needs Assistants (SNAs). Additional support is provided as appropriate. The children will not always be taught in these groups their teaching will alter according to need from individual teaching to larger groups as recognised by the class teacher. Support is also provided by our Therapy Department which includes:

- 2 Speech and Language Therapists (full-time)
- 3 Occupational Therapists (1 x full-time; 2 x part-time)
- 1 Creative Arts Therapist
- 1 Speech and Language Therapy Assistant
- 1 Occupational Therapy Assistant

The Management Team

The Director and Proprietor is Gillian Hutton and the School's Business Manager is Alex Labbett.

The Management Team is:

Gillian Hutton	Director
Alex Labbett	Business Manager
Alicia Rickman	Head Teacher
Heather Dilks-Hopper	Head of Therapy

The Team meet termly to discuss all aspects of the School and also taking into account external recommendations from the Department of Education, The National Autistic Society, the National Association of Independent & Non-Maintained Special Schools and other relevant agencies. Additional meetings are held when required to ensure continuing best practise and staff development.

Staff Development

Staff at Papillon School are involved in ongoing professional development. All staff attend In Service Training Days (INSETs) in addition to external courses. Staff teams meet daily to discuss the children, planning and individual programmes. All staff attend weekly meetings and are involved in policy development and review.

Admission

Entry Criteria

Children are referred to Papillon House School because they have profound Autism that affects their everyday life. This prevents them from achieving their full potential in a mainstream school environment. Children placed at the school will have a statement of Special Educational Needs from the Local Education Authority.

Admission Procedures

When a child is referred to Papillon House School his/her papers are considered by a multidisciplinary staff team. Members of the team will then visit the child at home and/or at their current provision. Children may be referred by the parents/carers, LEAs, Speech & Language Therapy, Health, other professionals or via their current provision. When consideration is given to a child attending Papillon House School very careful deliberation is given to the individual and to the remainder of the class where the child would be placed. This is in order to maximise the success of the placement.

Parents or carers who are interested in their child attending Papillon House School are very welcome to contact the school and arrange a visit.

All places are usually funded by Local Education Authorities (LEAs).

Admission and Attendance Registers

The school maintains Admission and Attendance Registers in accordance with the Education (Pupil Registration) (England) Regulations 2006 (amended 2016) and the DfE guidance School attendance (August 2020).

School Fees and Charging Policy

At Papillon House School there are no charges for day to day events. However, we will request contributions for any educational visits such as visits to museums, theatres etc.

We prepare all meals for the pupils at a cost of £2.50 per child per day. This will include all lunches including packed lunches, juice & biscuits, fruit and any cooking that the children participate in.

Arrangements for Inspection

Papillon House School is subject to regular inspections by OfSTED in accordance with the DfE Regulations for Independent Schools. The School was inspected in June 2018 and received a grade of "Outstanding" A copy of the report is available upon request or via our website.

The School regularly reviews its School Risk Assessment as required by the Fire Precautions (Workplace) Regulations 1997 as amended.

All equipment is regularly checked and maintained.

Parental Involvement

Family Support

At Papillon House School we recognise and value the immediate family and that of the more extended family in each child's development. We also recognise that there are times when it is important to be able to give support, a few words and a cup of coffee. For this reason we operate an open door policy.

Home/School Communication

All children will be provided with a home/school book. This will be used for the class teacher or class assistant to write in to inform you how your child's day was and what activities they have participated in. It is also for the parents/carers to inform school of any positive experiences at home or any difficulties or concerns that they may have.

The staff are also pleased to receive telephone calls however the class teacher may not always be able to respond immediately as he/she may be teaching the class at the time. If you wish to speak directly with your child's teacher then you are welcome to telephone the school either before the start or at the end of the day. Should you wish to meet the Directors, Head of School or class teacher please telephone to arrange a mutually convenient time.

We are currently drafting a Parents' Handbook with input from parents via a Parents' Steering Committee. This Handbook will be available to all parents from September 2015.

Annual Review

A review of your child's Statement of Special Educational Needs (SEN) will take place at least annually and where necessary additional reviews will be held. The Local Education Authorities are in the process of changing SEN to Education, Health and Care Plans (EHCPs). These changes will take place from September 2014 and the Local Authorities have three years in which to transfer all Statements to Plans. This will happen at your child's Annual Review and the first meeting will be led by an officer from the Local Authority.

Parent/Teacher Meetings

Individual interviews are held at the beginning of the Autumn Term when parents/carers can meet their child's teacher and the class team and views can be exchanged and progress discussed.

At the end of the school year an open afternoon and evening is held when parents can see their child's work. For those who wish, a further private consultation is offered to parents who would like to discuss their child's report when it has been received in July.

Complaints

A copy of our Parental Concerns and Complaints Policy is available on request or may be downloaded from our website.

School Uniform

At Papillon House School we have devised a uniform that we feel is practical and comfortable and easy to wash as follows:

grey skirt or trousers
school polo shirt
school sweatshirt
coat or fleece with school logo
school bag
school hat

PE kit: white t-shirt
black shorts
black plimsolls
PE bag
swimwear
towel
swimming bag

All School items may be purchased from the School office and all have the school logo.

School Policies

The following policies are available from the School Office on request or via our website:

- Admission and Attendance Registers
- Admissions
- Attendance
- Anti-Bullying
- Anti-Radicalisation
- Behaviour
- Child Protection and Safeguarding
- Complaints
- Critical Incidents
- Curriculum, Teaching, Learning & Assessment
- Data Protection
- Equality
- First Aid
- Health & Safety
- Induction
- Medicines
- Online Safety
- Performance Management
- Positive Handling
- Privacy Notice for Parents
- Privacy Notice for Staff
- Recruitment, Selection and Disclosure
- Relationships and Sex Education
- Security
- Visits



Contacting the School

Should you need to contact the school during term time please do so by:

Telephone: 01372 363663 Email: admin@papillonhouseschool.co.uk

Alternatively you can contact the Head Teacher, Alicia Rickman by:

Telephone: 01373 363663 Email: head@papillonhouseschool.co.uk

During School Holidays you can contact Alicia Rickman by:

Telephone: 01372 363663
07801 627096 Email: head@papillonhouseschool.co.uk

The Head of Therapy, Heather Dilks-Hopper can be contacted on:

Telephone: 01372 363663 Email: Liz.Evans@papillonhouseschool.co.uk

The Director, Gillian Hutton may be contacted during term time on:

01372 363663 Direct Line
07760 771114 Email: director@papillonhouseschool.co.uk

The Business Manager, Alex Labbett may be contacted during term time on:

01372 363663 Email: Alex.Labbett@papillonhouseschool.co.uk

During School holidays you may contact The Director, Gillian Hutton as above or in writing to:

Gillian Hutton
Director
Papillon House School
c/o 30 Bolters Lane
Banstead
Surrey SM7 6AF

Website: You can visit our website at www.papillonhouseschool.co.uk