



School Prospectus



Welcome to Chailey Heritage School

Chailey Heritage School is a non-maintained, special school for children and young people, aged 3 to 19, with complex neurodisabilities, high health needs, sensory impairments, and associated learning difficulties. We are a day and residential special school, with our on-site children's homes open 52 weeks a year.

For over 100 years, Chailey Heritage School has been redefining care and education for those with physical disabilities, challenging perceptions and breaking barriers. We now stand at the leading edge of pioneering approaches, techniques and technologies to empower and enrich every young person's life.

Our track record rating of Ofsted 'Outstanding' since 2007 also reflects the commitment and ambition of our highly trained teachers, therapists, specialist education assistants and residential support workers to help every young person make progress towards unlocking their full potential.

Our specialist facilities are second to none and include an award-winning powered mobility and track system, a multi-sensory studio, a large hydrotherapy pool, a therapeutic horse-riding centre (hippotherapy), a therapeutic care farm, a music studio and cutting-edge information and communications technologies. Our Dream Centre is a state-of-the-art multi-purpose physical activity and immersive experience facility.

Thanks to our partnership with our on-site NHS colleagues in Chailey Clinical Services, we provide the very best provision of treatment and care to every young person, so parents and carers can have total peace of mind.

This is Chailey Heritage School
Where Amazing Happens



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What Sets Us Apart

Despite their very complex, physical, health and learning needs, the children and young people attending Chailey Heritage School never cease to amaze us with their capabilities and enthusiasm. They are the inspiration that drives our innovation and everyday excellence here at Chailey Heritage School.



Richard Green
Richard Green
Headteacher

Our adaptable, creative and completely person-centred approach to provision and learning is steered by the ever-changing complex needs of our individual pupils and is nationally and internationally recognised as innovative and outstanding.

The challenge of finding increasingly motivating, meaningful and accessible opportunities for every child to learn is what pushes every member of our on-site multi-disciplinary teams, who never ever give up seeking effective solutions.

We seek excellence, not as a badge but because the children, young people and their families deserve nothing less. Chailey Heritage School brings together the best of every service to provide each child with bespoke provision so they can pursue their full potential and live their best life.



Meeting Children's Health and Therapy Needs

Our unique on-site partnership with Chailey Clinical Services, part of Sussex Community NHS Foundation Trust, ensures therapy is integral to every young person's timetable. Therapists lead individual and small group sessions and provide in-class support and training to class staff. Therapists and specialist engineers are on hand to address altered and changing physical and postural needs.



Chailey Clinical

The Chailey Clinical Services Team include:

- Consultant Paediatricians in Neurodisability
- Doctors & Nursing Team
- Physiotherapists
- Speech and Language Therapists
- Occupational Therapists
- Over 30 specialist Outpatient Clinics
- Dietitian
- Rehabilitation Engineering Services

We have a dedicated Nurses' station within the school as well as Physiotherapy gyms and break-out rooms for the Speech & Language and Occupational Therapists to use.



Medical care needs are done with, and not to, the young person whilst taking into account their feelings and comfort. Medical tasks are also completed along with something more fun to ensure that the focus is on being a child and not someone needing constant medical treatment, even if they do.

A. Colley, J. Tilbury & S. Yates, 2021 p139, Enhancing Wellbeing and Independence for Young People with Profound and Multiple Learning Difficulties: Lives Lived Well. Referring to Chailey Heritage School.



Integrating Learning, Therapy and Fun

Collaborative planning means that personal therapy and learning outcomes can often be achieved at the same time. Teachers and therapists work together to devise individual programmes and 'My Next Steps' targets which are incorporated into meaningful and fun activities at all times of the school day.

Learning does not stop when care needs arise. Engaging individuals in aspects of eating, drinking and other personal care is an integral part of each young person's day. At the same time, important communication, social, physical and when appropriate, literacy and numeracy skills, are developed in these everyday functional contexts.



It's all about amazing staff supporting amazing young people in the most amazing place – nowhere else like it.

Parent



Dedicated & Passionate Staff

It is no surprise that many staff and volunteers at Chailey Heritage Foundation and Chailey Clinical Services stay with us for many years, with excellent teamwork and inspirational young people to work with. There is a real sense of making a difference and belonging to something very special.

We provide staff with a comprehensive educational and clinical programme of specialist training and updates. We are committed to developing our practices in line with the very latest research and technological advancements and we continuously support our staff with extensive training and Continuing Professional Development (CPD) accreditations. Our ambition is to continue to deliver everyday excellence in the way staff support pupils.

Rehabilitation Engineering Services (RES)

The RES team at Chailey Clinical Services consists of qualified engineers, technicians and clinical scientists. Working with Occupational Therapists and Physiotherapists, they adapt, modify and problem solve issues with equipment, 'mount' equipment such as iPads and switches for optimal use by the young person, carry out on-site repairs and design and manufacture bespoke equipment. They undertake equipment reviews and provide advice on safety in the use of equipment.



Eating and Drinking

The Dietitian and dysphagia-trained Speech and Language Therapists develop the eating and feeding guidelines for each young person. Staff are trained to support complex eating and drinking and young people are fed enterally, including blended diets.

Our own purpose-built kitchen caters for specialised blended diets which are fed enterally and other specialised diets. Our school cooks will blend food according to the IDDSI* Framework to make sure that every young person eating or having tastes orally is provided with the assessed food texture to encourage enjoyable and safe nutrition.

The young people really benefit from being able to access a variety of healthy dishes and choose their own meals, thus promoting choice and independence.

*International Dysphagia Diet Standardisation Initiative.



You have pioneered a curriculum that is bespoke to your school. It builds around each individual pupil by focusing on seven relevant areas of learning. You, your leaders and teaching staff have ensured that this highly personalised, learner-centred approach is at the heart of the school's provision. One parent summed up this approach telling inspectors that, 'because our children don't fit into a box, the school makes the box for the child.'

OFSTED Report 2019



Chailey Heritage Individual Learner Driven Curriculum

Purposeful Learning

Chailey Heritage School has developed its own CHILD Curriculum – Chailey Heritage Individual Learner Driven Curriculum– focused on each child and their family's needs.

This means every learner has their own curriculum, built specifically for them based on their skills and desired outcomes. It is **broad** in that it covers all aspects of their development and it is **balanced** in that it weighs up, specifically for them, the input that is needed.

Above all, it is meaningful to each child and to their family.

The CHILD Curriculum consists of totally personal learner profiles detailing aspirations, strengths, needs, skills, long-term outcomes and next steps and include:

- All About Me profile
- Communication profile
- Physical profile
- Access Technology profile
- Social and Emotional Well-being profile
- Engagement & Sensory Support profile
- Functional Skills profile
- Driving profile
- Specific Learning profile for those who can benefit from literacy and numeracy skills





Developing Effective Communication

All pupils at Chailey Heritage School have some level of barrier to communication. We always strive to meet every individual's need and right to communicate and be listened to.

A key to successful communication is our 'Total Communication' and 'Responsive Environment' (Ware 2003) approach, in which we acknowledge, respect, and allow time and space for every form of communicative intent and processing need.

Working closely alongside Speech & Language Therapists, we develop a wide variety of Alternative and Augmentative Communication (AAC) approaches to meet personal needs. These range from subtle body language and sensory cues through to advanced communication technologies.

Specialist techniques and resources include:

- Bespoke sensory cues including objects of reference and touch cues
- Intensive interaction
- Chailey Communication System
- VOCAs (Voice Output Communication Aids)
- Eyegaze technology
- In-house registered Makaton tutors



He quickly learned that he was moving the mouse with his eyes and became very excited to use the computer every day. Initially he would play very simple cause and effect games such as looking at a static object to make it explode or make a noise. The pleasure on his face when he realised he was controlling the computer was incredible. A further impact of this is that he has realised he can use eye pointing in other circumstances and that we will notice what he is trying to tell us.

Teacher



Chailey Communication System

The Chailey Communication System (CCS) was originally introduced in 1991. It is a comprehensive communication system, which incorporates symbols, pictures, photographs and text in a book format and a tablet format which can be accessed in a wide variety of ways.

This category-based system is a structured and consistent way of organising vocabulary and can be expanded or reduced according to the user's physical ability, language level or interests. It can be used to develop understanding of language and expressive ability. The system enables the user to communicate their personal, social and educational needs across all their environments.

Eyegaze

One of the most advanced forms of assistive technology, the Eyegaze system, allows pupils to access a computer through eye movement. This is ideal for pupils who find conventional methods such as the keyboard, mouse, joystick or switch challenging. With Eyegaze, they can experience cause and effect through fun activities, games and even develop their communication capabilities.

Thanks to the support of very generous donors, Eyegaze is now available in every classroom. With digital technology becoming a greater part of our lives, Eyegaze technology opens up a whole new range of opportunities for many of the young people.



Thanks to our powered mobility programme, Fia is now able to take herself to where she wants to go, within her safe environment, to find what she wants to play with. Research has shown that the complex interplay between the domains of child development mean that self-initiated movement has one of the most powerful effects on their progress. The impact on Fia's self-esteem and emotional well-being are immense.

Amy, Fia's Teacher



Promoting Powered Mobility

Our award-winning engineering team have developed a range of advanced assistive technologies to develop driving skills and allow progression from simple cause and effect to independent mobility. The technologies include:

- Universal Power Platforms which enable any buggy or wheelchair to be used as a powered mobility system
- Effort Reduction Wheelchairs – making free driving easier
- Track wheelchair guidance system (with over 1km of track both indoors and around the school site)
- Sensory Collision Avoidance Device (SCAD) which can be attached to powered chairs to assist with directional control

Innovators

We are incredibly fortunate to have a dedicated team of engineers led by Dr Martin Langner, who has over 40 years' experience in the field of Research and Development in Electronic Engineering. He has developed innovative and revolutionary technology and equipment to enable the pupils, all with complex disabilities, to interact with their environment, as well as provide them with new control opportunities. Collaborations with external partners, such as the University of Portsmouth, also allow our engineering team to continuously look for innovative ways to develop the next generation of assistive technologies such as voice-activated powered platforms.



Music & Drama

Music and Drama both play a fundamental role in helping our pupils improve their communication skills and they form an integral part of each young person's curriculum.

Music is a medium of individual self-expression but it can also help our pupils develop personal, cognitive, creative and practical skills, knowledge and understanding in the wider context of the school and the world outside Chailey Heritage. Our newly built music studio provides the ideal setting for children to experience music and experiment with various musical instruments and specialist music technology.

Our Drama sessions offer individuals a chance to use their imagination. The sessions enable the children to express a range of emotions, increase their self-confidence and increase communication skills. Every year, the school produces several shows performed on the fully accessible stage.





Let's Get Physical

We have an extensive physical programme in which every pupil at Chailey Heritage School takes part. Pupils undertake physical activity every day.

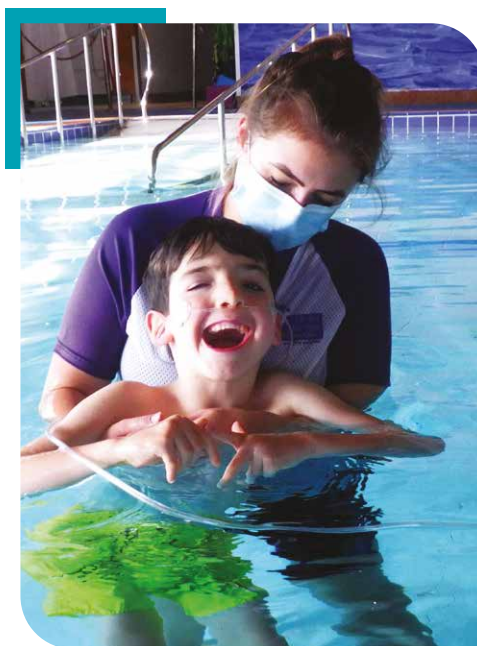
Indoor Sports Hall

Our Dream Centre houses an accessible sports hall, ideal for wheelchair football, new age kurling, table cricket, and Boccia, a recognised Paralympic sport, that enables young people to compete with each other on equal terms regardless of their level of disability.

Hydrotherapy & Aquatics

Hydrotherapy and Aquatics are an essential part of an individual's development at Chailey Heritage School. Working alongside specialist physiotherapists, aquatic programmes offer a fun, physical activity which promotes independent movements, relaxation and sensory experiences.

Our 15-metre heated hydrotherapy pool, has a jacuzzi corner and underwater light and sound effects system. It can be accessed via eight overhead hoists, steps with railings, and a ramp with railings. We also have a slide for a more exciting entrance!



Trikes and Walkers

Through individual or group activities, trikes and walkers enable children to explore their environment indoors and outdoors. Every young person needs sustained exercise for fitness, lung capacity, bone density and heart strength, and it is especially important for those who have difficulty moving their body by themselves. With these specialist pieces of equipment, pupils can exercise in a way which promotes greater independence.

Rebound Therapy

We have two trampolines in the Dream Centre which are used for Rebound Therapy. These Rebound sessions are tailored for each young person and allow them to take part in a therapeutic exercise in a fun way with our Rebound Therapists.

Rebound Therapy can help increase movement, improve balance and strengthen core muscles as well as giving opportunities to help improve communication and interaction.

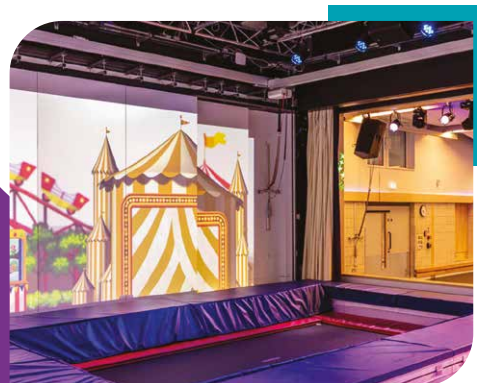
Innowalk

Similar in appearance to a cross trainer, the Innowalk is a highly adaptable piece of exercise equipment which gives young people with disabilities the chance to move their legs and arms in both sitting and standing position and enables them to experience a natural walking motion. Every aspect of the Innowalk can be tailored to specific health benefits including: building muscles, strengthening bones, improving joint flexibility, increasing heart rate whilst exercising, improving appetite, digestion and bladder control, and improving concentration and sleep patterns.



Multi-Sensory Provision

The majority of our pupils have visual and/or hearing impairments. Our specialist approaches ensure that sensory skills are maximised, senses are stimulated and sensory 'strengths' are tapped into in order to open up a world of experience and learning for each individual.



In addition to a wide variety of classroom based multi-sensory resources, our multi-sensory provision includes:

- Specialist multi-sensory impairment teacher
- Specialist sensory impairment assessments
- In-house bespoke training for staff
- Trained intervenors
- Specialist teaching methods
- Highly resourced multi-sensory studio
- Dark rooms
- Multi-sensory mobility aids

We are passionate about giving all our children experiences they would not otherwise have and bringing the world to them.

Specialist Sensory Impairment Teacher

Therapeutic programmes are developed for each child with the sensory input needed to help them reach their potential.

Pupils who are also visually and/or hearing impaired, are helped to communicate with the support of intervenors and encounter controlled sensory experiences in the Sensory Studio, Dark Rooms or together with normal classroom activities. Working one-to-one, an intervenor acts as an enabler, promoting the person's social and personal development, encouraging their independence skills and facilitating their communication with the world around them.

Immersive Space

Perhaps the most innovative aspect of the Dream Centre is the Immersive Space, in which the young people can experience a simulation of the real world or enjoy immersive experiences with colour-wash walls, and more. It provides a stimulating, engaging and entertaining multi-sensory experience. The creation of bespoke content, designed specifically around the needs and interests of the young people, allows

the Immersive Space to deliver a range of positive outcomes for the pupils.

Simulations include being caught in a snowstorm, trekking the desert and swimming under water, which brings brand new experiences to the lives of the young people.

It also forms the backdrop for drama sessions and plays, allowing the pupils to be fully immersed with a chosen topic using interactive sensory cues.

Exploring Cause and Effect

Movements and vocalisations by young people, whether intentional or not, are responded to by skilled staff who observe them carefully. By responding, they let the young person know that they have been noticed and that they can have an impact on the world. Other activities are also employed to encourage them to gain attention and begin to anticipate then participate. Powered mobility is a great example of this, and self-initiated movement is a powerful cause and effect activity.



Our Specialist Services

Being a registered charity, we are able to raise funds from generous donors to provide specialist services which add so much value to the young people's lives.

Hippotherapy & Therapeutic Riding

Hippotherapy uses the movement of a horse to support each child's physical development. It forms an integral part of the physiotherapy programme for some young people attending Chailey Heritage School. The benefits of the sustained outdoor exercise can be invaluable, hugely assisting with development of muscle strength, head and trunk control, balance and coordination. Whilst exercising, pupils are working on motor, communication and social skills, boosting self-esteem and increasing confidence. And they love it!



Anastasia's confidence has grown immensely since she started hippotherapy. She is so happy when she's riding the pony and she has now gained enough core muscle strength to ride independently, which she is very proud of and so are we!

Parent



We are thrilled with the progress our son has made since he met NicNac, the Shetland pony at the farm. Their unique friendship has really improved his communication and helped us understand more fully what he needs. His confidence has improved and Patchwork Farm continues to be a very important part of his life.

Parent



Patchwork Farm

Our on-site therapeutic care farm has been specially designed to allow the young people a unique, hands-on, multi-sensory experience with a number of different animals.

The sessions for pupils have clear learning objectives linked to their 'My Next Steps' targets. The farm offers a range of learning activities in a sensory environment like no other.



Happy and Safe

Pupils are both happy and safe at school; this is because our staff know each individual young person so well, their health needs, what makes them smile and, importantly, how to motivate them!

Sometimes it can be difficult for pupils with complex health needs to remain at their school, but at Chailey Heritage School, with our high level of clinical and nursing support, pupils are allowed to experiment just like in any other learning environment. Being part of a peer group is important and, at every opportunity, we promote pupils' understanding of social interaction and alternative cultures.



Stimulating and Safe Environment

Engagement requires the right stimulation. When engaged, a pupil is more likely to learn in a meaningful way. However, we are always sensitive to the level of stimulation for individuals. Learning experiences do not need to stop for therapy or medical needs to be met, these needs are integrated into each learner's day, maximising opportunities to learn.

Our site features key card entry to all buildings. There are nurses working across the school and every room that the pupils regularly use has a medical call point, so the nursing and medical team are just a button push away.

Relationships and Sex Education (RSE)

We are at the forefront in special education in developing, teaching and sharing RSE for pupils with complex needs. As well as our in-house training for staff, we also speak at conferences on the subject and deliver training nationally to many schools and other organisations. 'The Sex Factor' (Relationship and Sex Education for young people with complex physical and learning disabilities) was developed and launched as an online service by our award-winning specialist teacher, and these sessions continue to be extremely successful.

We teach our pupils how to stay safe, and what is and what is not acceptable behaviour from others, through innovative, creative and well-researched methods. We also share and develop our practice with parents.

Safeguarding

Chailey Heritage has been a national lead in the field of safeguarding children with disabilities for many years. Every member of staff receives regular specialist safeguarding training that outlines their responsibilities to protect the children and young people at Chailey Heritage School. Chailey Heritage Foundation has a team of designated safeguarding leads. In addition, we also have a Safeguarding Governor, who staff can contact directly with any concerns they may have.



Part of Something Bigger

Chailey Heritage School is part of the registered charity, Chailey Heritage Foundation, which provides a range of services for both children and young adults.

Founded in 1903 by Grace Kimmins, we still embrace her ethos today. We believe that each child and young person should have every opportunity to fulfil their potential, no matter what the challenges. Our promise today is that:

“We will never, ever give up working with children, young people and their families to empower them to make their own choices at every stage in life.”

Our other services include:

Residential Care

Chailey Heritage Residential: is a registered children’s home inspected by Ofsted. The three bungalows offer a range of flexible and bespoke packages of support to pupils in Chailey Heritage School ranging from full year, termly, fortnightly, and weekly boarding, to short breaks and post-operative care.

Chailey Heritage Futures: is registered with the Care Quality Commission (CQC) as a residential nursing home and provides transition from school to adult life. Young adults, up to the age of 25, are empowered to make choices and decisions about all areas of their lives and for the future.

Community Services

Leisure and Skills Centre (LSC): is a uniquely modern and vibrant facility, offering a creative and alternative learning environment and a thriving social network for those aged 16+ with a physical and/or a learning disability, living on-site and in the community.

The Hub: is our day service provision with a difference for those aged 16+; an opportunity for young people to learn new skills, make friends and live life to the full. The young people use the LSC daily as well as two bright, modern bases.

Chailey Heritage Pathways: is our domiciliary care service offering highly specialist care to children and adults in their own homes and out in the community.



Chailey Heritage Residential

Chailey Heritage Residential is a nationally recognised registered children's home for 3 to 19 year olds with complex physical disabilities and health needs.

We offer flexible residential provisions from short breaks to 52 weeks a year. We have three purpose-built residential bungalows in an idyllic rural setting, catering for the special needs of the young people in our care.

The majority of our residents are in full-time education, on-site, at Chailey Heritage School.



The holistic support and humanity at Chailey, where the complete wellbeing of the disabled person is cared for through a joined-up approach including school, medical and residential provision all in one place, is a life-line for families like ours.

Parent



High Quality Care

Our rigorous initial assessment process means our young people's needs are met with the right support by appropriately trained staff. The team prides itself on the deep understanding they have for each individual. In each of our bungalows, a House Manager supported by Senior Support Workers, leads a team of highly trained and experienced Support Workers.

24-hour care is provided by our staff with nursing support from our partners in Chailey Clinical Services (part of Sussex Community NHS Foundation Trust); a Consultant is available on call 24 hours a day.

We offer:

- Flexible Boarding Packages
- 52 Week Care
- Termly/Weekly Boarding
- Short Breaks
- Holiday Activities
- Post-Operative Care.





Support for Parents & Families Every Step of the Way

We work in partnership with parents and families at every step of their Chailey Heritage journey, providing support at difficult times and celebrating achievements together. Some of the ways we help include:



Chailey is amazing because they allowed us to be parents again.

Parent



- Daily communication with parents and carers
- On-site family accommodation
- CHIPS - Chailey Heritage Information Parent Support Group
- Parents' day room
- Training and workshops
- Family Liaison Worker (funded by a charitable bequest)
- Regular social events and coffee mornings
- Transition into young adult services
- Annual Celebration Day
- Holiday activity sessions
- Traditional school plays

Celebration Day

Celebration Day is the culminating point of a whole week of celebration held at the end of the summer term each year. Our pupils look forward to celebrating their achievements with family and friends at special prize-giving events, followed by an afternoon of fun, food and entertainment. It is a great opportunity for families to meet and enjoy accessible activities together in a relaxed environment.

Patina Moving-on Parade

Every year, the Year 6 pupils transitioning from primary into secondary school have the opportunity to participate in the Patina moving-on parade in Lewes where they get to join pupils from other local schools who are moving on to secondary school. This is an opportunity for the school to collaborate with a local artist to produce stunning carnival arts.

Holiday Activity Club

During the school holidays we offer fun, pre-bookable activity days for our pupils. They are led by a designated activity co-ordinator from our social care services and take place in a safe and caring environment with staff they are familiar with, and with the support of our nursing team, where needed. Activities may include arts & crafts, horticulture, music sessions or even swimming in our hydrotherapy pool.

Transition Services

Leaving school and moving into adult life can be both exciting and daunting for young people and their families. We provide support, information and guidance throughout this process, bringing together the young person, their family, the multi-disciplinary team and the external services to help plan for the future from Year 9 onwards. Adult Services from the age of 19 onwards include our on-site provision, Futures, Specialist Colleges, Residential Care Homes and Day Services. We do our very best to help every young person find the destination of their choice.



Becoming a Pupil at Chailey Heritage School

Chailey Heritage School welcomes enquiries from families, across the United Kingdom and abroad, who feel we are best suited to meet their child's needs.

We openly invite you to visit our school and meet with us to discuss how we can help. Children and young people from many different local authorities attend Chailey Heritage School, providing for those whose needs cannot be met in maintained special and mainstream schools, because of the complexity of their needs. These include physical disabilities, visual and/or hearing impairments, complex medical needs and associated learning difficulties.

If you think we might be able to meet your child's needs, please contact the school office to start the process.

Call us on **01825 724 444** or email **office@chf.org.uk**

Come and visit us...
prepare to be amazed!

Chailey Heritage Foundation, a pioneering charity providing education, care and transition services for children and young people with complex physical disabilities and health needs.



chaileyheritagefoundation



chaileyheritagefoundation



chaileyheritagefoundation



Chailey Heritage Foundation

Haywards Heath Road
North Chailey, Lewes
East Sussex BN8 4EF

t: 01825 724444
e: office@chf.org.uk
www.chf.org.uk

