

School Prospectus 2025 / 2026



Education

Therapy

Futures



Proprietor details

Witherslack Group

Lupton Tower
Lupton
Cumbria
LA6 2PR

Tel: 015395 66081

Email: admin@witherslackgroup.co.uk

Head Teacher's name and contact details

Mrs Emma Hirani

School office: 01732443063

Email: Emma.Hirani@witherslackgroup.co.uk

Hilden Park School

Nobel Tree Road

Hildenborough

Tonbridge

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Website: [Hilden Park School - Witherslack Group](#)

Holiday contact details

School office: hilden-park@witherslackgroup.co.uk

Tel: 01732443063

School Ethos

Hilden Park School is a diverse and unique place to learn and develop. We provide the students in our care with the skills and confidence to excel in a future pathway of their choice as well as providing opportunities for them to go on to have fulfilling lives rich with altruism.

Vision and Values

At Hilden Park School we provide safe, nurturing and outstanding provision for students aged 8-16 years. You will find the school permeates high expectations, education with character and puts students at the heart of all decisions made. Our students are all individuals and therefore the concept of 'equity' is always a key focus of ours. This is reflected in our school values:

1. Positive Relationships:

- We believe that strong, positive relationships are the foundation of a successful learning community. Our school is dedicated to building a supportive network of students, staff, families, and the wider community.
- We celebrate diversity and ensure that all students feel a sense of belonging. By fostering mutual respect and understanding, we create a safe and welcoming atmosphere where every individual can thrive.

2. High Expectations:

- We set high expectations for all students, recognizing their unique strengths and capabilities. Our dedicated staff works collaboratively to provide personalized learning experiences that challenge and inspire.
- We encourage a growth mindset, where students are motivated to embrace challenges, learn from feedback, and persist in the face of setbacks. By promoting resilience and perseverance, we empower our students to strive for their goals.

3. Securing Success:

- We are committed to ensuring that every student has the support they need to succeed. Our comprehensive approach includes tailored interventions, therapies, and resources that address individual needs.
- We recognize and celebrate the achievements of our students, no matter how big or small. By highlighting progress and success, we build confidence and inspire continued effort and determination.

We are dedicated to providing:

- an environment that promotes confidence, self-esteem, independence, self-discipline, and respect for pupils
- A wide range of personal development opportunities that lead to the highest quality social, emotional, and academic outcomes.

- Strong links between home, school and the wider community to support the learning of pupils and ensure that they acquire skills that will be useful to them during their school life and beyond.

Details regarding admission process

We specialise in supporting pupils between the ages of 8 and 16 with a primary need of Autism Spectrum Condition and/or social communication difficulties alongside other diagnoses such as ADHD, Dyslexia, Dyspraxia, Speech Language and Communication Needs.

Initial enquiries and informal visits are always welcome, but referrals will come to us directly from the pupil's local authority.

Applications are considered by our admissions team and a non-prejudicial visit will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully met by the school. Fees will then be agreed with Local Authorities and will vary dependent on the individual pupil's needs. All placements follow terms and conditions set out by the NASS Contract.

There will be an assessment period followed by a Post Admission review meeting after 12 weeks of a young person starting with us.

Referrals can be made throughout the academic year.

If you wish to discuss making a referral, please contact Mrs Emma Hirani, Head Teacher, on the school office number or XXXXXXXX, Senior Partnership Manager on 01539 566081.

The school's Admissions Policy is available on request.

Details of approach to positive behaviour support, exclusions, rewards and sanctions

It is the aim of Hilden Park School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, and our values are built on positive relationships, high expectations and individual success.

Hilden Park School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding. We support all of our pupils in developing a high level of social awareness and tolerance.

Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Hilden Park School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding positive behaviour. This includes the use of a reward system to praise pupils for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of academic objectives.

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. There is a reward assembly at the end of each term where subject and progress awards are presented to pupils in order to celebrate success and achievement. There are regular newsletters/ blogs that celebrate pupil and staff successes.

Some pupils have a Positive Behaviour Support Plan (PBS Plan) and all pupils have an individual risk assessment which helps identify any challenges that a young person may have and gives us and them a range of strategies on how we can best support them.

At times when children or young people are placing themselves or others at risk of harm, staff may need to use physical intervention to keep them safe. This is used within strict guidelines, only as a last resort, and staff are trained in using PRICE physical intervention techniques. Staff receive regular training in de-escalation strategies and Positive Behaviour Support (PBS) strategies. The school's leadership team monitors any use of physical intervention through data on a day to day and half-termly basis, which helps to identify any patterns of behaviour and develop any necessary intervention strategies to be put into place to reduce its use.

Whilst we hope that all pupils will benefit from the ethos of mutual respect and trust, on very rare occasions it may be necessary to exclude a pupil for a short period of time. This extreme action will only take place following serious breaches of discipline on health, safety and

welfare consideration and is intended to help correct inappropriate behaviour and assist social learning.

Provision for Education Health & Care Plans

A Post Admission review meeting will take place within the first 12 weeks after a pupil's admission. This meeting allows for clinical services to share their multi-disciplinary team report and any intervention programmes to be agreed.

Each pupil will have their annual Education Health & Care Plan meeting where their plan will be reviewed, and their progress monitored in relation to their targets.

Transition reviews take place at a pupil's YR6, YR9 and YR11 Statutory Annual review.

At all meetings, the views of the child, parents/carers, teachers, clinical service team members and local authorities are gained to ensure all relevant parties can contribute. Reports presented at reviews are issued to all agencies involved with the young person in accordance with the SEN Code of Practice.

Our Clinical Team

Essential to the Witherslack Group Therapeutic Model are our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each of the children's learning environments are supported by a designated and bespoke team of clinicians which may include: Therapists, Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, young people and the staff supporting them also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All of our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities, many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Details for consideration of pupils/parents whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupil's start date. One to one support from a bi-lingual support assistant will be provided if this is an identified requirement.

Details of complaints procedure

In accordance with the Children's Act 1989, all children at Hilden Park School have access to a Complaints Procedure. Informal complaints or concerns will be addressed by the staff in question or class teacher. Formal complaints directly from the child or via a parent/carer or member of staff should be reported directly to Mrs Emma Hirani, Head Teacher.

A copy of the complaints and representations policy can be found on the school website or requested via the school office.

Statement regarding accessing exam results

Examination results can be accessed from the government website www.compare-schoolperformance.service.gov.uk or alternatively you can contact the school office on 01732443063 to request a copy of previous examination results.

Safeguarding Mission Statement

Hilden Park School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working here are made aware of the need of protection and how to respond to any concerns.

We have a Child Protection Policy and Procedures and all staff are supported by our Designated Safeguarding Lead: Mrs Hannah Rowe, and Deputy DSLs, Mr Ben Blyth, Deputy Head Teacher and Mr Liam Tovey, Pastoral Care Manager.

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parent/carer[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

Operation Encompass is a unique Police and Education early intervention safeguarding partnership which ensures that a child/ young person's school/ college is informed, prior to the start of the next school day, that there has been an incident of Domestic Abuse or any incident to which the child/ young person has been exposed in which they are considered to be vulnerable to harm, and which might then have an impact on them in school/ college the following day. A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. At Hilden Park School our Key Adult is Mrs Hannah Rowe. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families. The Key Adults will keep this information confidential, and will only share it on a need to know basis for instance, to teaching staff for the child or young person. It will not be shared with other school students.

If you require further support on safeguarding matters you can contact -

Mary Aurens, Witherslack Group Safeguarding Officer – Education - 07469 143799

Local Authority Designated Officer (West Kent) - 03000423158

Hilden Park School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.

Promoting General Welfare

Uniform & Equipment

We provide each child with a uniform which includes polo shirts and jumpers. There is also the option of school dresses and cardigans. Parents/carers provide their child with smart dark grey/black trousers or dark grey/black skirts and dark coloured foot wear.

Personal items or money should not be brought into school unless it is by special request.

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit 'risk taking' characteristics; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environments, lessons, and general activities that take place within the school. Where off site activities are planned, the visit leader would complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken and this is kept updated following any changes to layout, heat-generating activities or fire hazards introduced. An annual review of fire safety is undertaken by a competent person.

Food/Menus

We provide free meals for all children following national nutritional guidelines. We offer a wide variety of freshly produced meals within a warm and friendly environment where social skills are developed. Each day begins with a breakfast option, and a main meal at lunch time.

Our menus are being continually evaluated and improved to provide children with a well-balanced but enjoyable diet. Pupil's views are sought in the evaluating and planning of the menus.

Anti-Bullying

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness in staff, children and young people to signs of bullying.

The school's Anti-Bullying Policy is available on request.

Health and Sex Education

As a part of our education at Hilden Park, we promote personal wellbeing and development through a comprehensive Personal, Social, Health, Economic (PSHE) and Citizenship education programme. PSHE and Citizenship are subjects that give young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

From September 2020, the law relating to some aspects of PSHE changed, with new requirements for Relationships and Sex Education (RSE) and Health Education. All schools must have a policy for RSE and schools must consult with parents on this. The RSE Policy for Hilden Park is available on our school website or alternatively you can request a printed copy from the school office. Our RSE Policy includes a curriculum map for RSE so parents can see a summary of the content, which will be taught this academic year. We continue to be committed to working in partnership with parents and carers and as such, your thoughts are valued and feedback will be provided.

Health and Safety

At Hilden Park School we have an ISO 45001 accredited safety and health management system that ensures risks have been identified and effective control measures are in place. Monitoring is undertaken by the Head Teacher, Emma Hirani and the Senior Management Team assisted by the Health and Safety Representative, Ashley Lucas. The whole site has internal health and safety checks in place for the staff to complete, with an action plan put in place to rectify any faults.

The school have support from the Witherslack Groups Safety, Health, and Environment Team, who are competent health and safety professionals who provide advice, guidance and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

First Aid/Medical Care

The school has a medical room on the ground floor; key staff members complete a 1 day, Level 3 First Aid at Work course. All first aid training is followed up with refresher training every 3 years.

The school is only allowed to administer prescribed medication, and this is given by trained Pastoral staff. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with parents and carers consent, again this is recorded.

Details regarding staffing and recruitment

Head Teacher	1
Deputy Head Teacher /DDSL	1
Assistant Head Teacher	2
Designated Safeguarding Lead	1
Pastoral Care	4
Administrative Staff	2
Family Liaison Officer	1
Teachers/Instructors	6
Teaching Assistants	5
HLTA	3
Head Cook	1
Deputy Cook in Charge/Assistant Cook	
Occupational Therapists	1
Educational Psychologist	1
Assistant Psychologist	1
Speech and Language Therapists	1
Therapists	1
Therapy Assistant	
Occupational Therapy Apprentices	
Maintenance Staff	2



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