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Mission Statement:

'Working together, achieving potential.

Achieving success through opportunity and aspiration'



GENERAL INFORMATION:

Address:

Horton Lodge Community Special School
School Lane
Rudyard
Near Leek
Staffordshire
ST13 8RB

Phone Numbers:

School office and Kipling's Office: 01538 306214

Email:

Head teacher: headteacher@hortonlodge.staffs.sch.uk
Head of Care: machin.j5@hortonlodge.staffs.sch.uk

Current number of pupils on role:

54

Senior Leadership Team:

Head Teacher: Sarah Latham
Assistant Head Teacher: Lucy Bloor
Head of Care: Julie Machin
School Bursar: Linda Povey

Chair of Governors:

Jon Harris

Governor with responsibility for residence:

Michael Bedford

Safeguarding Officers:

Designated Safeguarding Lead: Lucy Bloor (Assistant Head)
Deputy Safeguarding: Head Teacher: Sarah Latham
Deputy Safeguarding: Head of Care: Julie Machin
Deputy Safeguarding: Teacher: Jo Owen

Governor with responsibility for Safeguarding:

Pat Fisher

Independent Visitor for Residence:

Geraldine Eld

Date of Last Ofsted Inspection:

22nd January 2019

Outcome:



NAME AND ADDRESS OF REGISTERED PROVIDER AND MANAGER

The service is provided by:-

Staffordshire County Council
Children & Lifelong Learning Directorate
Peel Building
St. Chad's Place
Staffordshire County Council
ST16 2LR

Sarah Latham Head Teacher
Lucy Bloor– Assistant Head teacher
Julie Machin – Head of Care.
Horton Lodge School
Rudyard
Near Leek
Staffordshire
ST13 8RB
Tel: (01538) 306214

The management of the residential setting is the responsibility of the Headteacher and the Head of Care who are required to ensure that the performance of the setting is reviewed in line with the standards for Residential Special Schools.

It is the responsibility of the Head teacher or the Head of Care to ensure that all defined significant events are reported to Ofsted.

Copies of all notifications are kept by the Head of Care.

Ofsted for Schools Call 08444530221



<u>RESIDENTIAL STAFF TEAM</u>		
Head of Care	Julie Machin	NVQ Level3 Caring for Children and Young People Higher Level Teaching Assistant (HLTA) Rebound Therapy Trainer Level 2 Level 5 Diploma in Leadership Health and Social Care for Children and Young People
Residential Support Worker	Gemma Boothby	NVQ L2 Certificate in Health and Social Care Level 3 Diploma Caring for Children and Young People
Residential Support Worker	Kelly Millward	NVQ L2 Health and Social Care Level 3 Diploma in Caring for Children and Young People
Residential Support Worker		
Waking Night Attendants	Tracy Williams	NVQ Level 3 Diploma Caring for Children and Young People



ARRANGEMENTS FOR THE SUPERVISION AND TRAINING OF STAFF

All staff are recruited in accordance with the County Council's procedures and will be subject to checks as detailed in the safer recruitment policy. All will have undergone an enhanced DBS clearance prior to being employed.

All staff will be provided with a job description and person specification for the post they hold. They will be expected to undertake a comprehensive formal Induction programme and in addition to this, further training will be completed following our commitment to a high level of CPD. All staff will be expected to participate in one to one supervision sessions on a half termly basis. (Supervision policy). Staff receive an annual Appraisal followed by a 6 monthly mid appraisal.

INTRODUCTION:

This document applies to the Kipling's establishment at Horton Lodge Community Special School. It has been written to comply with the National Minimum Standards 2015, Care Standards 2000 and Working together to Safeguard Children.

The school philosophy is to promote independence and autonomy in children and young people linked to the following objectives:

- The opportunity to experience residential and an extended day over 3 nights, Monday to Wednesday during term time, where there are opportunities for the children to extend/reinforce what has been achieved during the school day.
- To provide adequate and appropriate opportunity for children to extend their personal interests and experiences and to have social opportunity to interact with a wider peer group in a range of inclusive settings and situations.
- To provide the opportunity to practise communication skills through a consistent whole school approach to communication modes.
- To support parents in their child's ability to develop skills that can be transferred from school to the home setting.
- To provide opportunities for children to develop self-care and self-help skills working towards their independence.
- To work in partnership with parents, families and primary carers
- To develop and provide an environment in which the personal dignity and respect of all individuals is valued

Kipling's provision is provided during term time only and both provisions do not exceed the 295 days of residence stipulated in the Care Standards Act 2000.

We are committed to working in partnership with other agencies and aim to forge good links within a multidisciplinary team, ensuring that each and every child has an individualised programme of support within the setting and in their wider community.



RESIDENTIAL PROVISION

The Residential provision (Kipling's) has been established to provide an extended day over 3 nights, for those pupils needing to develop their intellectual, physical, personal, social, communication and independence skills.

The extended day provides a range of purposeful activities which are linked to the pupil's Education Health Care Plan (EHCP) Individual Education Plan e.g. physical (gross and fine motor) development, language development, reading, number, creative activities and social activities.

It is planned and structured to include the opportunity for children to learn, play and have fun with the emphasis always being placed on children and young people's choices.

The maximum number of residential places in school for a week is 30 but this varies each evening dependent on the individual needs of the children and young people.

Pupils are able to access Kipling's on request and approval from the School panel, regardless of their ethnicity, age, gender or religious and cultural background.

Within the residential setting consideration is always given to meet individual, ethnic, cultural and religious requirements while promoting an ethos of being healthy, enjoy and achieving, economic wellbeing, making a positive contribution and staying safe.

The use of aids i.e. camera/monitor, bed guards, specialist beds etc. could be considered as Deprivation of Liberty (DoL) but following consultation with parents the safety of the child can prioritise the DoL.

We aim to work in partnership with parents and provide support to them in all areas of their children's development and care.

Parents are encouraged to be involved in the development of individual care plans and all aspects of the child's life in Kipling's.

This can be through formal reviews and meetings or through more informal opportunities, during a planned open evening in Kipling's inviting interested future parents to come along.

The home- school diary is used to inform parents of your child's progress, activities and targets and we look forward to using SeeSaw in the near future.

Each term an overview of children's activities is sent home to share with parents.



ADMISSIONS:

The Admissions Policy known as “County Strategic Residential Educational Provision in Staffordshire Special Schools recognises that the provision is a resource for all the pupils on the school role. However; the Panel can refuse to admit any child whose risk assessment is exceptional should they feel the risk is too high for any child or staff within the setting. This includes exceptional medical risks for who expected competencies are over and above what residential staff can deliver.

The Admission Panel consists of the Head Teacher, Head of Care, and Residential governor, school Bursar and school Conductor also staff governor. Consideration is given to the needs of the young person and their families and to any multi agency services provision already in place.

Decision making is transparent as all placements are considered on an individual basis as the Residential Monitoring responsibility for the overall provision remains with Staffordshire.

Applications are made in the first instance to the Head of Care who may then carry out a home visit or meet with the family/carer at school to determine the child’s needs. A Welcome pack including All About Me booklet and initial paperwork is sent to parents. A Care Plan is put in place and a Risk Assessment is carried out. Families are invited to visit the setting to determine suitability of beds etc. Applications are then presented and considered by the Admissions Panel. Any Appeals are addressed to the Head of Care in writing and then discussed at the next Panel meeting. Further to this Appeals go for the attention of the Assistant Head, Residential Independent visitor and a Governor.

If agreed, places are offered from one night for a period of six months. Up to two nights may be offered in accordance with the policy and available capacity in Kipling’s. Set nights are determined by the Leadership team and Residential team according to age and need of the child in line with good practice. The number of children admitted for each night is dependent on their needs and the level of support required ensuring safe staff ratios.

Parents are informed of the proposed placements which are reviewed by the Admissions Panel at the end of each six month period. Copies of the Admissions Panel Review Reports are sent to parents after review along with the Kipling’s Contract for parents to sign and return. The review input from Kipling’s is informed by report documents which require parental feedback to measure the impact of the provision for their child.

Residential 1 (Res 1) placements or extended days can be offered as an alternative to Residential 2 (Res 2) or overnight placements; or as an opportunity to work towards an overnight stay. The Res 1 placement is a package of support delivered by residential staff and linked into principles of residential education. The stay includes an evening meal and interaction with peers through a range of club activities up until 6:30 PM or a time agreed with families and the Head of Care, when parents are expected to collect their child. Vacancy places may be offered to pupils who access one night; this is to cover other pupil absence.

We acknowledge that it may take some individuals longer than others to adapt to staying away from home, having to gain maturity and to cope with change. Therefore we set the pace of overnight



placements to suit each individual. They may increase the time spent with us during the evening until they feel confident enough to stay overnight. We also recognise that families need to feel confident in our ability to care for their children and offer open communication to assure them.

Leaving the provision Year 6 pupils:

Transition programmes are in place for children leaving the setting and support is provided to the children and their families. When your child is in Year 6, there will be a reduction of provision in the Autumn Term at Christmas to one overnight with the placement ceasing by the following Easter Spring Term.

Out of county placements have a similar process with the school child's authority and is dealt with on an individual basis in order to follow the appropriate counties procedures. Staff will talk to parents individually about this process.

FACILITIES AND RESOURCES

Accommodation

Separate bedrooms available for boys and girls. Considerations of space, comfort, privacy, storage and personalising the environment weigh equally with those of security, efficiency and staff routines of supervision.

Pupils have access to their bedrooms at all times while they are in the residential part of the school.

They have access to social areas which are appropriate to their main purpose. An area is set aside for quiet activities and there are areas for play activities in the playroom and bedrooms. Adequate resources are available to allow and encourage pupils to exercise personal choice as well as participating in planned activities. Pupils have access to a telephone which enables them to make out-going calls with sufficient privacy to prevent conversations from being overheard if required.

The area set aside for quiet activities can be used for specific homework such as reading, planned by the class teacher, with the child's key worker and other staff supporting them to make sure this can be completed. Some pupils will not necessarily have acquired the literacy skills usually associated with homework in the traditional sense.

However, the extended day over 3 nights will provide opportunities for all pupils to extend/reinforce what has been achieved during the school day and work towards their independence.

There is a variety of outside areas that the children can access including Pathways (play area), the Bird Hide, and new updated Sensory Garden and outside class room.



CLUBS AND ACTIVITIES

Are organised and run each evening. These vary depending on consultation with the children.

They can include Cookery, Gardening, Drama, Sports, Rebound Therapy, Creative Art, Sensory Sessions including, Music & movement exploration, Sensology, Pamper sessions and Music Club. This is fundamental part of the school's work on developing inclusive opportunities for all.

OVERALL AIMS AND OBJECTIVES

Preface:

The corporate strategy of the County Council outlines the Council's commitment to providing support for vulnerable children to help them achieve and fulfil their potential regardless of economic and social backgrounds; home circumstances; ethnic background, gender, disability and health. It is committed to local service delivery and excellent service quality.

As part of the Children and Lifelong Directorate we are responsible for meeting the over-riding objectives for engagement with children and young people with disabilities in working together to ensure that they

- Stay Safe
- Being Healthy
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

THE PROTECTION AND PROMOTION OF THE HEALTH NEEDS OF THE CHILDREN

The child's health needs form part of the admissions process and appropriate measures such as Individual Health Care Plans are put into place to meet the child's individual medical needs. Parental consent is sought in relation to all medication and feeds administered including first Aid.

Information is required before Admission to Kipling's in order to prepare individual Medication and feeding Care plans.

If a child is unwell during their stay in Kipling's parents will be contacted to make arrangements to collect their child. Key staff have received emergency First Aid training and also Paediatric training.

Emergency First Aid boxes are accessible in the provision.



The provision has a secure medical cabinet and medication fridge contained within the duty room. All Staff undergo training in relation to the administration and safe storage of medication and feeds.

- Management plans are in place for the administration of Midazolam and suction.
- All Staff have training in this area of administration.
- A training log is kept on all Training completed, competences and future updates.
- Parents / Carers are responsible and expected to inform the Residential HOC & staff team of any changes to medication, feeds and protocols required for any medical intervention. Written medical paperwork from practitioners is required to support these changes.
- There is no Nurse present during the Residential hours. Out of hours support may be sort, parents would be informed immediately and Emergency services called if necessary.

Behaviour Management

All staff are committed to creating a positive and stimulating environment for all children. We have a comprehensive policy in place which focuses on rewarding positive behaviour and leading by example by modelling positive conduct and demonstrating respect for others and their belongings.

Staff receive positive behaviour management training.

Arrangements for Safeguarding and countering bullying

- **Safeguarding** arrangements follow the CA 89, Staffordshire Local Safeguarding Boards and 'Working Together to Safeguard Children' (2018).
All Staff are trained and recognise the immediate physical health and emotional needs of the young person. All staff receive Safeguard training and the HOC is a Deputy DSL.
In order to promote young people staying safe we have a comprehensive
- **Anti-bullying** policy in the setting.
All Staff are committed to being pro-active in challenging bullying and encourage positive relationships with their peers and families.

Fire Safety

- We ensure that positive steps are taken at all times to ensure and promote the health and safety of all young people. All Staff receive health and safety training. There are staff present on each duty have completed the Fire Marshall training. We comply with Staffordshire Fire Brigade requirements and complete regular fire drills in the setting each half term. A record is kept of all drills and outcomes.



- **Risk Assessments** High risk activities will be subject to risk assessments which will be recorded and signed by a senior member of staff.
- **Intruder Alarm**
The Residential setting is locked up along with the school at the end of the evening shift by two residential staff and the intruder alarm is set. There is a protocol to follow in the event of an Alarm.
- **Arrangements for dealing with Compliments and Complaints**
We have a comprehensive complaints policy, known to and understood by all staff. All CYP are advised on their right to make a compliment or complaint and are supported to do this through various schemes. We will also have a new independent visitor who will report any concerns to a senior member of staff.
Formal complaints can also be made directly to Ofsted.
- **Anti-discrimination Practice**
We promote a positive ethos which fully embraces principles of diversity. We acknowledge and endorse the Schools policy on Anti-discriminatory practice, and commit to the intent that no child or family will be discriminated against due to age, racial background, cultural identity, gender, sexuality or disability.

MONITORING SCHEDULES

Kipling's is inspected annually by Ofsted and is registered as inspected under the National Minimum Standards for Residential Special Schools, Part 1, and section 6 of the Care Standards Act 2000.

Under these regulations, Kipling's does not accommodate children above and beyond the maximum stated 295 days per year.

In addition, monitoring is also carried out each term during Announced and Unannounced visits from representatives of the local authority, a peer Head of Care, Governor for Residence and an Independent Visitor.

The HOC and Headteacher also conduct internal reviews, data analysis and collation of action points and recommendations in addition to management of children's placements, reviews, appeals, parent/carer communication.

PROMOTING THE CHILDS' AND FAMILY VIEW /CONSULTATION

Children's' views and choices are valued and sought at all times and are evaluated during our monitoring processes.

Residential discussions take place including the children to talk about ideas that they may have and to make future plans. The format of the meetings is differentiated for our sensory learners to ensure that they are included in consultations.



Staff have a wide range of knowledge, skills and experience that enable all needs to be met including Makaton/BSL, Intensive interaction and PODD to promote. Some children use high tech communication aids or low tech alternatives to support their needs. Child representative's from Kipling's are on the School Council and are able to share our views and report back to us.

Child and parental feedback is also encouraged in response to our annual residential reports sent to families.

We promote an "open door" policy and welcome visits and phone calls from parents, guardians and Social Workers, children are supported and assisted when making calls to home if preferred.

The findings from all of the monitoring processes inform the School and Residential Improvement Plan, CPD, and report to Governors, required resources, staff Supervision and operational practice.

MEETING SCHEDULES

- Head of Care meetings to share good practice, to be informed of new initiatives and keep up to date with any changes in practice and to ensure consistency across the county Residential Special Schools.
- Admissions and six monthly Panel review meetings comprise of the Head Teacher, Head of Care, School Bursar, Residential Governor and school Conductor this ensures equity when admitting new pupils to residence and reviewing current placements and to monitor the attendance of the child.
- Risk Assessment Moderation meetings – with peer Heads of Care to moderate and seek evidence to support the risk assessment levels for a child's individual Risk Assessments.
- Staff briefings – weekly meetings to inform of operational issues, keep up to date on new initiatives and legislation, CPD and discuss pastoral issues.
- Staff supervisions are completed every half term. HOC is supervised by the Headteacher. Residential Support Workers are supervised by the HOC.
- Annual Performance Management / Appraisal – provided by the Head of Care.
- The Headteacher provides the Annual Performance Management/ Appraisal for the HOC.
- Safeguarding meetings are attended by the Safeguarding Team fortnightly.
- Child Annual review meetings may be attended by a Key Worker or HOC.
- Senior Leadership Meetings are attended by HOC to discuss strategic matters, School and Residential Development.



Appeal Process

If you wish to appeal against the panel decision then you must be able to supply additional information and the request must be made in writing addressed to the Head of Care of the school and must be made within one month of the date of the panel decision.

It will then be submitted to the next Residential Admissions Panel where it will be looked at by the panel. They will look at the balance of your son's/daughter's needs against the needs of others and will ensure that procedures have been followed appropriately.

You will be contacted again in writing soon after the appeal with the agreed outcome.

If you are still unhappy with any decision that may be made the Appeal will be considered by the Assistant Head Teacher, Independent Visitor and a school Governor.

Sarah Latham Horton Lodge Community Special School

Rudyard

Near Leek

Staffordshire

ST13 8RB

Tel: 01538 306214