

Horton Lodge Community Special School

'Working hand in hand to achieve potential'



Residential Statement of Purpose

**Approved by:**

**Date:** Autumn 2021

**Last reviewed on:**

**Autumn 2021**

**Next review due by:**

**Autumn 2022**



## **Contents**

1. General Information .....	3
2. Service providers.....	4
3. Residential Staff Team .....	5
4. Arrangement for Staff Supervision and Training.....	6
5. Introduction .....	6
6. Residential Provision .....	7
7. Admissions.....	8
8. Facilities and Recourses.....	10
9. Clubs and Activities .....	10
10. Overall Aims and Objectives .....	11
11. The protection and Promotion of the Health Needs of the Children .....	11
12. Behaviour Management.....	12
13. Arrangements for Safeguarding and countering bullying.....	12
14. Fire Safety.....	12
15. Risk Assessments.....	12
16. Intruder Alarm.....	12
17. Arrangements for dealing with Compliments and complaints.....	13
18. Anti-Discrimination Practice.....	13
19. Monitoring Schedules.....	13
20. Meeting Schedules.....	14
21. Appeals.....	15
22. Data .....	14

### **Mission Statement:**

‘Working hand in hand to achieve potential’



**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 school pupils on role:**

55 pupils

**Senior Leadership Team:**

Head Teacher: Lucy Bloor  
Deputy Head Teacher: Geraldine Fellows  
Head of Care: Julie Machin  
School Business Manager: Linda Povey

**Chair of Governors:**

Jon Harris

**Governor with responsibility for residence:**

Michael Bedford  
All governors also support with visits

**Safeguarding Officers:**

Designated Safeguarding Lead: Geraldine Fellows (Deputy Headteacher)  
Deputy Safeguarding Julie Machin (Head of Care)  
Deputy Safeguarding Wendy Miller (Teacher)  
Sharon Robertson: Family Link Worker (TA)  
Abi Hall: Family Link Worker (TA)

**Governor with responsibility for Safeguarding:**

Pat Fisher

**Independent Persons for the Residential**

Tracey Carr  
Kirsty Burton, due to commence.

**Date of Last Ofsted Inspection:**

3<sup>rd</sup> December 2019

**Outcome: Good**



NAME AND ADDRESS OF REGISTERED PROVIDER AND MANAGE

**The service is provided by,**

**Staffordshire County Council**

Children & Lifelong Learning Directorate

Peel Building

St. Chad's Place

Staffordshire County Council

**Horton Lodge School**

Lucy Bloor - Head Teacher

Geraldine Fellows – Deputy Head teacher

Linda Povey – School Business Manager

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, National Minimum Standards.

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

Kevin Brammer

Social Care Ofsted Inspector

Kevin.brammer@ofsted.gov.uk



<u>RESIDENTIAL STAFF TEAM</u>		
Head of Care	Julie Machin	<p>Level 5 Diploma in Leadership Health and Social Care for Children and Young People</p> <p>Higher Level Teaching Assistant (HLTA) Rebound Therapy Trainer Level 2</p> <p>Level 3 Diploma in Caring for Children and Young People</p> <p>Level 4 Deputy Designated Safeguarding Lead</p>
Residential Support Worker	Kelly Millward	<p>Level 3 Diploma in Caring for Children and Young People</p> <p>NVQ L2 Health and Social Care</p>
Residential Support Worker	Carol Warner	<p>BTEC National Diploma in caring for children &amp; Nursery Nursing</p> <p>Certificate of Educational Support ( supporting Pupils with Physical Difficulties in Mainstream schools</p>
Residential Support Worker	Kate Wooliscroft	CACHE L2 & L3 NVQ in Children's Care, Learning and development KW
Waking Night Attendant	Tracy Williams	NVQ Level 3 Diploma Caring for Children and Young People
Casual temporary RSW	Michaela Glover	NNEB
Casual temporary RSW	Marie Buxton	Level 3 Teaching Assistant



## **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). All Staff receive an annual 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 September 2021.

The school philosophy is to promote independence and autonomy in children and young people working hand in hand to achieve potential which is linked to the following objectives:

- The opportunity to experience residential and an extended day over 3 nights, Monday, Tuesday and Wednesday evenings, Tuesday, Wednesday and Thursday mornings during term time, where there are opportunities for the children to extend and 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 the 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
- To offer opportunities to develop pupil voice and ways in which pupils can influence the provision the access and develop confidence in other situations.

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, positive behaviour, Mental health and emotional wellbeing, healthy lifestyle 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.

Topics link to school and these are demonstrated and evaluated using a PSHE objectives which are evidenced using the evidence for learning tool, again linking in with school. This allows staff to see a broader picture of the children's progress in all areas. Pupils receive appropriate targets that they can concentrate on and work towards, enabling them to take ownership of their progress. These areas are currently monitored consistently using a tracker method highlighting progress in areas including, Communication, Personal Care, Independence, Healthy lifestyle, Positive Behaviour, Mental Health and Wellbeing and socialisation. These are displayed for the children to see and be aware of.

Activities are 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 current number of Staffordshire residential places in school over the week is 17 places 16 Res 2 and 1 Res 1 but this varies each evening dependent on the individual needs of the children and young people. This may also change to allow pupils time to settle and adjust to the residential opportunity.

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.

In individual circumstances the use of aids i.e. camera/monitor, bed guards, specialist beds etc may be required as a safeguarding measure to promote safety and wellbeing. This would be incorporated in the individuals risk assessments, parental agreement would also be sought. Parents are encouraged to have an initial visit to look around the provision. We aim to work in partnership with parents and carers providing 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. Parents are welcome to visit the setting.

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.

Parents are also encouraged to phone if they wish to speak with their child and this is the same for the children if they wish to call home.

The home- school diary has now been replaced by Seesaw an effective tool to communicate electronically keeping parents instantly updated and notified of how their child is doing during their stay. It is also used to inform parents of their child's progress, activities and targets. Some parents may wish to send a separate note book diary with their child's personal belongings which is fine and completed along with the Seesaw messages.

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

Communication is key with the class and an individual class diary is completed daily, along with verbal handover if required.

Handover in Kiplings is completed using a written recording form from evening staff to the night attendant and vice versa for the following day. Verbal handover is also completed as required. This is kept in a file for future reference, all staff read this.

## **ADMISSIONS**

The Admissions Policy 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 and health 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 Business Manager and school Conductor, Key workers may also attend. Consideration is given to all the needs of the young person.

Decision making is transparent as all placements are considered on an individual basis as the Residential Monitoring responsibility for the overall provision remains at present with Staffordshire. Out of county pupils may attend if places are available and funding is sought from Individuals County.

Applications are made in the first instance to the Head of Care who may meet with the family/carer at home or school to determine the child's needs. A Welcome pack including an all about me booklet and initial paperwork is sent out to parents and carers. 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 / person TBC, currently Tracey Carr is our visitor and also Kirsty Burton who is yet to complete a formal visit.



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 Parent/ Carer home school agreement for parents to sign and return. The agreement is then sent out annually. 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 and to maintain the residence is full, on occasion places may be offered to offer pupils a taster to the residential setting. Places are only available to pupils assessing 1 night only and not to pupils after the Autumn term in Y6.

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 in Year 6 pupils a transition programme is in place for children leaving the setting and support is provided to the children and their families. When a 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 are 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 Sensory Garden and outside class room.

## **CLUBS AND ACTIVITIES:**

Are organised and run each evening. These vary depending on consultation with the children and the school curriculum and topic cycle.

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. Pupils are encouraged to make club suggestions and share their ideas and voice.



## **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. Medical Paperwork is sent of annually or at parents request in order to update. It is the parent's responsibility to make us aware of any medication or medical changes.

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 for controlled drugs / rescue medication and a separate 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 if required.
- All Staff have training in this area of administration.



- A training log is kept on all Training completed, competences and future updates. Staff carry out a competency staff exercise within the team to maintain high standards and confidence.
- 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 provision present during the Residential hours. In an Emergency Parents would be informed immediately along with the Emergency services. The School Nurse is supportive with queries when on site.

#### **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 have received positive behaviour management training.

Kelly Millward RSW, Julie Machin Head of Care and the Head teacher have previously received training.

#### **Arrangements for Safeguarding and countering bullying:**

- **Safeguarding**, arrangements follow the Staffordshire Local Safeguarding Boards and 'Working Together to Safeguard Children' (September 2021). 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 L4 in order to promote young people staying safe we have a comprehensive,
- **Anti-bullying**, 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 are aware of the health and safety policy. There are staff on duty that have completed the Fire Marshall training. We comply with the Regulatory Reform (Fire Safety) Order 2005 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. Kiplings has a full Risk Assessment overview for the setting out of school hours.



- **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. All SLT and the Site Manager have keys to the school.
- **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 an 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 regardless of age, economic and social backgrounds; home circumstances; ethnic background, gender, disability or health.

#### **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, this Independent Person visits a minimum of 6 times over the school year unannounced.



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. Communication and good practice is shared by other professionals in school including Physios, SALT, VI & HI team. Children may use high tech communication aids or low tech alternatives to support their needs. All pupils are representatives of the School Council and pupils who attend Kiplings are able to share views and report back with any residential updates or concerns.

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.

#### **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 Business Manager, Residential Governor and school Conductor. This ensures equity when admitting new pupils to residence and the reviewing of current placements, a broader professional input and the monitoring of cost and the attendance of the pupils.
- 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 or Deputy Headteacher provides the Annual Performance Management/ Appraisal for the HOC.
- Safeguarding meetings are attended by the Safeguarding Team weekly.
- Child Annual review meetings may be attended by a Key Worker or HOC.
- Senior Leadership Meetings are attended weekly by HOC to discuss strategic matters, School and Residential Development.



**Appeal Process:**

If there is the 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 individuals needs against the needs of others and will ensure that procedures have been followed appropriately.

Parents and carers will be contacted again in writing soon after the appeal with the agreed outcome.

If parent and Carers remain unhappy with any decision that may be made the Appeal will be considered by the Deputy Head Teacher, Independent Visitor and a school Governor.

**Lucy Bloor Headteacher**

**Horton Lodge Community Special School**

**Rudyard**

**Near Leek**

**Staffordshire**

**ST13 8RB**

**Tel: 01538 306214**

Data:

By applying for residential education provision your child's personal data will be shared with Staffordshire County Council who commission this service to the school. The purpose of this information sharing is to ensure the effective and efficient delivery of the service and to ensure your child's educational needs are being met. Staffordshire County Council will not use the personal data shared by the school for any other purpose and will process your data in accordance with its obligations under the Data Protection Act 2018 and the General Data Protection Regulations 2018. To find out *more about* how Staffordshire County Council Process your personal data please see their privacy notice at [www.staffordshire.gov.uk/privacy](http://www.staffordshire.gov.uk/privacy)