



Walton Hall Community Special School

Statement of Principles and Practice

January 2014

Review date: January 2015



Walton Hall Community Special School **Residential Statement Of Principles and Practice**

Walton Hall provides a 20 bed provision, Monday – Friday for Children and Young People (CYP) of secondary age (11-19 years) in a mixed generic residential setting.

The residential provision works in partnership to promote inclusion and well-being and develop the confidence, competence and independence of the CYP. Our aim is to equip our young people with the skills necessary for leaving school and becoming contributing members of the community.

Anti-discrimination Practice

The residential provision promotes a positive ethos which fully embraces principles of diversity. We acknowledge and endorse the School's 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.

Introduction

This document applies to the residential provision at Walton Hall Community Special School. It has been written to comply with the National Minimum Standards

Our philosophy is to promote independence and autonomy in CYP linked to the following objectives:

- To provide an extended curriculum offering a range of appropriate opportunities for all CYP to extend/reinforce what has been achieved during the school day and to develop their independence and independent living skills
- To support parents/carers in the CYP's ability to develop new skills that can be transferred from school to the home setting or in an independent or supported living environment.
- To provide adequate and appropriate opportunities for CYP 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 opportunities
- To work in partnership with parents/ carers offering support, advice and guidance to achieve the best possible outcomes for our CYP
- To work with Staffordshire Local Authority on the implementation of Aiming High for disabled children and their families

Our residential provision is provided during term time only and Aiming High activities are planned across the whole year during weekends and holidays. Both activities do not exceed the 295 days of residence stipulated in the Care Standards Act 2000.

The purpose of the setting

The residential provision has been established to provide an extended curriculum for those young people needing support to develop their intellectual, physical, personal, social, communication and independence skills. It is planned and structured to include the opportunity for young people to learn, play and relax with the emphasis always being placed on children and young people's choices.

Admission

All placements are subject to approval from the county Review and Admissions Panel. The provision can be accessed on request and admission can occur throughout the year and at any stage in the education placement at Walton Hall School (WHS). Parents may request an informal visit to discuss potential placements.

Admission to residence is based on individual needs being assessed and the ability of the provision to meet these needs.

NB: at present our environment is not fit for purpose for CYP with more complex needs. Leadership team are striving to address compliance access issues.

Residential Offer.

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 up until 8pm when parents/carers are expected to collect their child as agreed with individual key workers and the Head / Deputy Head of Care.

The Res 2 placements offer a maximum of up to 2 nights, which can be authorised by the County Review and Admissions Panel.

Transition into and out of residence is carefully planned by a multi-disciplinary team. All placements are reviewed on a minimum of a 6 monthly basis.

Placement

All students have an identified Keyworker and / or a co-keyworker. The Residential staff team work in partnership with the CYP to discuss and promote the best possible outcomes for each individual.

Parent / Carer Partnership

Opportunities to participate include:

- Annual open day
- Admissions
- Reviews
- Contact with Key/co-worker
- Compliments / complaints process
- Joint school / residence Parents evenings and promotion events
- Home visits
- Placement plans

Children and Young People

Opportunities to work in partnership:

- Admissions and review paperwork
- Residential forum
- Compliments / complaints process
- Progress discussions with Key / Co- worker
- Placement plans
- Circle time

Partnership Opportunities include:

- Aiming High activities
- Activities in other residential settings / provision
- Wider community and other organisations

Facilities and Resources

Staff Team

All residential staff are expected to meet the minimum qualification requirements of an NVQ3 in Health and Social Care Children and Young People.

The Leadership Team actively encourage and support staff to gain further professional development as identified through supervision.

Accommodation

The residential provision offers a total of 20 beds split across three Units and offers accommodation for both female and male students;

1. Goldstone House - girls unit
2. Gainsborough - boys unit
3. Shugborough House - boys unit

The Units comprise of a variety of single or double bedrooms. Consideration of space, comfort and privacy is given. All CYP are encouraged and supported to personalise their bedroom areas. The fittings and furnishings in shared areas of the Units reflect the needs of the group as a whole. All Units have areas for quiet time, space for homework to be completed, and areas to enjoy activities. All Units are equipped with a kitchen and CYP are encouraged to develop cookery and independent living skills.

Activities:

A variety of activities are offered each evening and choice is offered in advance for all CYP. Activities vary each term and are determined through evaluation of CYP feedback questionnaires, the promotion of offering new experiences and opportunities that reinforce learning and socialisation.

The school has its own mini bus, a farm, motorbike club, mountain bikes and offers other activities such as cookery, drama, "relax kids" (gentle exercise) sports and games, swimming, art and craft. Community based opportunities include visits to the cinema, theatre, walking group on Cannock Chase, shopping and local library. Many more activities are a fundamental part of the school's work on developing inclusive opportunities for all.

Placement Plans:

Each CYP has a placement plan which addresses all care, medical and risk assessment needs. Any significant behaviour needs are also addressed with the inclusion of an Individual Behaviour Plan (IBP)

Safeguarding:

Extensive measures are in place to ensure the safety and wellbeing of all CYP. These include:

- Phones
- CCTV
- Child Protection (all staff are trained)
- Independent visitor
- Door alarms
- Digital door scanning
- Bullying policies
- Fire Procedures
- H&S
- Posters displaying photographs/names of Safeguarding Officers: “Who can help me”
- Help agencies displayed
- Formal complaints procedures

For detailed information please refer to the appropriate policies.

Arrangements for dealing with Compliments and Complaints

We have a comprehensive compliments and complaints policy, known to and understood by all staff and young people.

CYP are advised on their right to express a compliment, concern or complaint and are supported to do this through available child friendly compliment/complaint forms displayed throughout residence.

CYP also receive support through the independent visitor who visits the setting on a regular basis and can report any concerns to senior staff.

There are also posters displaying safeguarding officers throughout residence “Who can help me?”

The direct numbers on how to contact outside agencies such as Child line are also displayed.

Young people can access support to make a complaint at any time. Formal complaints can also be made directly to Ofsted at <http://www.ofsted.gov.uk>

Appendix 1:

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
Stafford
ST16 2LR

Walton Hall Community Special School
Stafford Road
Eccleshall
Stafford
ST21 6JR

Executive Headteacher: Mr Jim Kane

Acting Head of School: Pauline Carmichael

Head of Care: Mrs Suzanne Terry

Deputy Head of Care: Helen McCarthy

Staff / qualifications / role

STAFF NAME	ROLE / RESPONSIBILITY	QUALIFICATIONS	QUALIFICATIONS WORKING TOWARDS
Suzanne Terry	Head of Care	Registered Nurse Learning Disabilities NVQ – Level 3 children and young people	Level 5 Diploma Leadership for Health and Social Care Children and Young People
Helen McCarthy	Deputy Head of Care		Level 3 Diploma Health and Social Care Children and Young People
Darren Jones	Residential support worker	Level 3 Diploma Health and Social Care	Level 3 Diploma Health and Social Care Children and Young People
Helen Thompson	Residential support worker	Level 3 Diploma Health and Social Care Children and Young People	
Jennifer Day	Residential support worker	Level 3 Diploma Health and Social Care Children and Young People	
Lesley Gratton	Residential support worker	NVQ Level 3 Caring for children and young people	
Sandra Yates *	Residential support worker	NVQ Level 3 Health and Social Care in Adults	
Leah Taylor *	Residential support worker	Degree in Coaching Sport Development (TBC)	
Andrew Guest	0.5 Teacher in residence EVC co-ordinator	Degree in education	

* New appointments will complete NVQ Level 3 in Health & Social Care Children and Young People within 2 years of employment

Promoting CYPs Views/ Consultation

As well as consulting with families, the wishes, ideas, and views of our CYP are regularly sought. Keyworker sessions offer the opportunity to listen and encourage expression from the CYP. Many of the CYP have poor communication skills and struggle to present their views. Staff have been trained in Makaton which is a recognised communication aid using symbols and information is presented in a child friendly format. This is also facilitated through Circle Time, Student Steering group (to be established in Spring 2014), student induction, and through our independent visitor who visits each term to talk to the students directly and give opportunity for students to express any issues or concerns. There is a student suggestion, compliments and complaints procedure also in place.

Arrangements for Safeguarding and countering bullying

Safeguarding arrangements follow the CA 89, Staffordshire Local Safeguarding Boards and 'Working Together to Safeguard Children (2013) Staff are trained and also recognise the immediate physical health and emotional needs of the young person.

In order to promote young people staying safe we have an anti-bullying section in the behavioural policy in the setting. Staff are committed to being pro-active in challenging bullying and encourage positive relationships with their peers and families. There are programmes for behaviour delivered in school and residential staff are able to refer a CYP for focused and structured support from the behaviour support officer.

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 staff has undergone an enhanced DBS clearance prior to being employed.

Reviewed January 2014

Next Review date; January 2015

Ratified by Governors.....Date...6.2.2014