

LONSDALE



Residential Educational Provision (REP)



Handbook for Parents

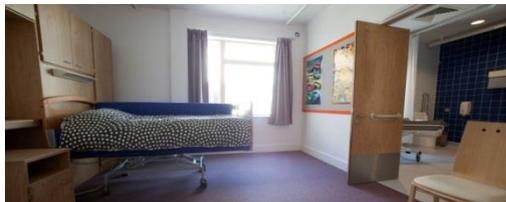
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Introduction

Lonsdale School is fortunate to have its own residential educational provision (REP), enabling school to offer a 24-hour educational experience. There are four flats with “spot on” modern facilities, each with homely lounge areas, adapted modern bathrooms and kitchens. There is capacity for up to 26 beds

Breakfast and tea are provided in the dining room. Each flat has its own TV, DVD player and audio equipment. There are also games consoles and portable audio/visual equipment available for use.

The flats have a wide range of specialist aids including profiling beds, specialist baths, shower trolleys, height adjustable furniture and ceiling tracking hoists.



Pupils are encouraged to personalise their rooms that they use on their allocated evenings, with, for example, photos, posters, blankets, cushions. Pupils may also bring in some of their toys if they wish. These items will be kept safe in a box when they are not residing in REP therefore there is no need for the items to be taken back and forth.

The Provision Panel considers every application for REP. Members include the Head Teacher, Head of Support and Student Care, Head and Deputy of REP and the Nurse Manager.

Purpose of REP

The primary purpose of a REP placement is to support and enable every young person to develop and progress both personally and educationally. This leads to increased independence, autonomy, resilience and well-being and includes-

- Participating in educational learning activities (projects, leisure, clubs, homework club etc.) that will challenge the young people and develop their interests and pursuits
- Developing self-help/independent living skills through agreed targets
- Developing positive relationships and friendship opportunities within a group setting, safe environment and society as a whole
- Being able to mix with peers facing similar challenges in order to develop social skills and learn appropriate behaviour
- Opportunities to develop their own personalities build confidence, self-esteem and make choices that are different to the home environment, thereby promoting the “**Students Voice**” in the wider community

The REP intention, by working in professional partnership, is to address any identified needs and the support required, to improve the young person’s educational quality of life from the outset and prepare them as young adults with choices and opportunities for transition beyond school.

Equality and Diversity

All Parents/Carers, regardless of race, ethnicity, disability, gender or social-economic background, are welcome and are encouraged to participate in the life in school and REP. If the young person has any religious, cultural or dietary needs please inform staff.



Admissions Criteria

Lonsdale School has developed excellent provision and practice for the provision of 24 hour care and educational opportunities for pupils with physically and neurological needs.

Criteria

- The pupil wants to stay in REP and that they, with their parents and members of the Provision Panel are in full agreement that a REP place would be beneficial to their educational development and physical well-being
- There is clearly an identifiable need for a REP placement that will lead to improved educational outcomes for the young person. This will then be aligned with the statement objectives in the Educational Health Care Plan (EHCP)
- Parents/Carers agree to provide the necessary medication, forms and equipment for the placement to be successful
- Pupil achievement targets will be set. Parents and school staff will all support the young person to work towards their targets
- Parents/Carers must engage with the four-six week review process as part of initial transition to REP, and other regular reviews that take place. This includes the parent feedback form.
- There is a requirement for parents of boarders to be able to collect and drop off their child at school if they require transport outside of their allocated taxi runs

It should be noted that school can refuse a REP placement where the risk assessment is exceptional, being too high for any other pupils or REP staff. This includes exceptional medical risks for who expected competencies exceed what REP staff can deliver

Progress meetings

A progress meeting will take place 4-6 weeks after the young person has started staying in REP. This enables REP staff to provide an overview of how the young person has settled and identify progress towards targets and action plans. It also enables parents to put forward any queries or concerns they may have.



Independent listener.

REP has an Independent listener who visits twice each term, once on a Monday/Tuesday and once on a Wednesday/Thursday. The principle is to provide an independent “ear” to listen to any issues or concerns the young person may have. It is important that the pupil has the opportunity to “chat” if they so wish. The listener engages socially with the young people.



The Independent listener will follow the school code of conduct and fully adhere to the schools child protection policy and procedures.

Exit Criteria

On rare occasions, it may be necessary to withdraw a REP placement from a pupil.

This decision will be made in consultation with parents. The young person may be able to contribute to the decision depending on need, age, context and other mitigating circumstances.

The Provision Panel will make the decision if it believes it is in the best interests of all concerned that a boarding place is withdrawn for a pupil. This will usually be linked to one of the factors below, however the Head teacher will have the final decision in this matter

Factors

- The individual has outgrown REP and no longer feels that it offers them the fulfilling learning and social experiences. The young person's views are an integral part of the reviewing process and will be considered at all times
- The individual concerned is having a negative effect on a number of other pupils, which may be demonstrated via behaviour patterns, discussion and/or other factors
- Some factors may be quantifiable over time, which indicate that boarding is not having the positive effect that all parties thought it would do. For example, this may be evident from attendance figures, behaviour data and patterns, or slow or stagnated academic progress or a combination of all of the above
- A serious event may take place that following careful review, may continue to have a negative impact upon other pupils after it has happened. If this is the case a pupil may be asked to leave for the best interests of the other pupils
- Normal protocols would be to review the residential place within 4-6 weeks through a meeting with the Head of Support & Student Care, Head of REP and parents. However, if it is thought that the placement may be in jeopardy, an earlier review may be called and the placement can be withdrawn, before the 4-week review

We will encourage, and support where able, access to extra curricular off site activities which are not provided by REP. These must be discussed with the Head of REP in advance and must not be to the detriment of the REP programme.