

LONSDALE



Learning for Life

**Entry & Exit
CRITERIA
for
Residential Educational
Provision
(REP)**

Purpose and Aims of the Residential Educational Provision

The primary purpose of a residential educational placement at Lonsdale School is to enable each student to develop, enhance and progress with their educational objectives and targets that are also linked to their EHCP for their social targets, leading to increased independence, autonomy, resilience, well-being and educational attainment.

By working in partnership with all significant parties to address any identified needs and support required, the aim is to improve the student's educational quality of life from the outset and prepare them as young adults with choices and opportunities for transition from school. For the pupil this will involve:

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

This will ensure that the residential provision provides a broad educational opportunity

REP PLACEMENT PANEL

The purpose of the Lonsdale REP Placement Panel is to ensure that a broad group of professionals assesses each prospective residential student against the agreed criteria and considers all referrals for the Residential Educational Provision. The panel consists of Governors, School Staff, NHS & other professional services opinions are included as well.

The Panel will take a holistic, student-centered approach that enables the members to agree a personalised residential education package for each student, where all aspects of their support are carefully considered and based on agreed educational outcomes.

Our aim is to have as many students access REP as possible, and we will prioritise new students over additional nights, as we believe this is the fairest way to ensure everyone can enjoy REP. Safeguarding pupils is at the heart of all decisions made by the panel.

The Panel is also responsible for reviewing the progress of all REP students using REP entry and exit criteria. All pupils are reviewed on a regular basis; the frequency of review is every term for every students.

The Panel's decisions can be appealed by writing to the Head Teacher, whose decision is final.

1. Entry Criteria for Residential Educational Placement

Each application for a residential placement at Lonsdale School will be considered on an individual basis and assessed under the following criteria:

1. The REP placement is able to improve the educational attainment and outcome for the student.
2. The educational learning programme can be supported alongside the student's level of need. This will be calculated using Lonsdale's **dependency score framework**. The dependency score takes into account the following: assistance with personal care including bathing and showering, mobility, communication, support needed to fully access residential activities and educational programmes, behavioural support and individual risk management. These will be considered in the context of their educational learning outcomes. There is a maximum dependency for each flat (linked to levels of need and support required) and this will determine the number of nights allocated to individual children.
3. There is clearly an identifiable purpose for a REP educational placement to be offered which will lead to improved educational outcomes for the pupil.
4. The students must be in Year 7 at Lonsdale School before being considered for a place, it is not deemed appropriate for primary pupils to access the programme.
5. The student must have been a day pupil for at least one term before their first night stay in REP. Assessment for a place can take place in that first half term. In exceptional circumstances the REP Panel will consider new pupils before the term is completed
6. The student concerned wants to stay in the residential provision and that they, with their parents, and members of the Lonsdale Residential Placement and Review Panel, are in full agreement that a residential educational place would be beneficial to their educational development and physical well-being.
7. The student's medical and social care needs can be met. Students whose dependency score is over 150 will only be able to access 1 night per week on the provision. This is to ensure that we fulfil our safeguarding responsibilities
8. That parents/primary carers agree to work alongside all professionals to ensure that the health and wellbeing needs of their child are met. This includes sharing relevant medical and social care information.
9. That parent's next of kin and/or those with parental responsibility or the appropriate emergency medical contact can be contacted in order to collect the student from the residential provision in the event of illness/sickness, a medical/social care emergency or a critical incident.
10. That parents/primary carers agree to engage with professionals in any assessment review that is necessary to enable the student to continue to access REP.
11. If a student accesses other overnight provision (short breaks/shared care/informal or formal respite) parental consent to obtain relevant information from these other providers will be required.
12. Out of county students to have funding in place from their LA.

2. Review of the Residential Educational Placement

The requirement to carry out a review of the residential placement will be conducted by the Lonsdale REP Placement Panel in consultation with students and any other stakeholders. It will initially take place between 4-6 weeks after the student's start date in REP and thereafter every six months.

The review should:

1. Establish that all the required support for the student's educational learning objectives, agreed developmental targets and care needs have been put in place.
2. Include a general 'settling in' assessment from the staff working closely with the student on the flat where they are residing.
3. Obtain the views of the student on their experience and expectations of being in residential.
4. Review dependency scores and change provision as required.
5. Review medical needs and change provision as required.
6. Highlight any other factors that may support or negate the need for a continuation of the residential educational placement, including any **safeguarding issues** and **risk assessments**.
7. Assess whether an individual student approaching their 16th birthday has "capacity" to understand and respond to key important decisions affecting their residential educational provision and well being and be in a position to act in their "best interests" in accordance with the key assessment principles outlined in the **Mental Capacity Act 2005**.
8. Where it is agreed that a young person will remain in REP after their 18th birthday a review of their accommodation/risk management arrangements should take place at least 3 months in advance of their 18th birthday. The review will consider the arrangements for the support and management of the young person and the impact of that young person staying in REP. A risk management plan will acknowledge that they are 18 year old students living with children, and address any safeguarding issues this may present. Risk assessments are completed and the students sign them.
9. We will ensure continuous review throughout the year. The purpose of this review is to highlight if there is any need to make any alternations to the amount of nights currently offered
10. In certain and exceptional circumstances it may become necessary to call a review at short notice after consultation with the parent, pupil or concerned parties.

Basic review details required:

1. Age/date of first placement/history in REP
2. Proof of continued parental support in working with the REP
3. Any risk management changes
4. Educational gain
5. Young persons views of their time in REP
6. Staff views of young persons time in REP
7. Any medical need changes
8. Changes to health /social care provision dependency score.
9. Status of targets (achieved/not achieved)

3. After entry: attendance

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 REP Manager and Head of Support and Student Care in advance and must not be to the detriment of the REP programme.

4. Independence criteria

1. To be in year 10 and above
2. To have shown consistent progress in independent skills whilst at school.
3. To have reached an appropriate developmental level to be able to benefit from an intense independent programme
4. To be in REP for 2 consecutive nights, either Monday/Tuesday or Wednesday/Thursday

5. Criteria for ending an Residential Education Placement

The decision to discontinue with the residential placement will be taken by the REP Placement Panel in consultation with parents and residential staff, whilst considering the student's own views. More specifically, the following applies:

The Placement and Review Panel, in consultation with other professionals in school, believes it is in the best interest of all concerned that the residential placement comes to an end for the student. This will usually be linked to one or more of the factors listed below:

1. The level of support required for the student is such that they are unable to fully engage in the agreed aims and learning objectives of the residential education provision.
2. The agreed objectives for a short, medium or long term residential educational placement has been reached. This will have taken into account the student's needs, age, developmental level and achieved objectives.
3. Young people reaching 16yrs old should have an assessment of their capacity to stay in REP carried out (in order to demonstrate the educational gain from the offer)
4. The student does not want to continue staying in residential education provision and/or is unwilling to engage in the agreed educational objectives and aims.
5. The student concerned is exhibiting behaviour that is having a negative effect on one or more of the other students, which may be aggressive or inappropriate in nature and/or is putting others/themself at risk. This will depend largely on the student consistently refusing to cooperate with agreed strategies to manage and understand their behaviour /actions / risks to others.
6. Other factors may be quantifiable over time, which may indicate that the residential placement is no longer a positive option. For example, non- attendance at school and residential education provision, disturbed behaviour patterns, particularly throughout the night, slow or stagnated progress with agreed targets and learning objectives (where effort to work to change these issues is not progressing).

Sept 2021. Updated By: Anne Smart, Head of Support and Student Care

The REP Placement Panel considers all students for REP who show an interest in wanting to have a place. Needs of all students are carefully considered. The limit on students fluctuates as does the needs of the students attending. It is carefully reviewed every time the panel considers new students to ensure that everybody is safeguarded from students to staff.