

LONSDALE



Residential Educational Provision



Statement of Purpose



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Residential Educational Provision (REP)

Statement of Purpose

Ethos of Lonsdale School

- To provide a comprehensive and broad based residential educational experience that takes account of the individual students physical and emotional care needs and their communication and development needs.
- To provide a secure environment and develop the independence and autonomy of every individual student. To teach students and support families to apply their rights and entitlements positively as citizens and demonstrate respect and the value of others.
- To develop the self-help, personal care and independent living skills through agreed targets.

Aims and objectives

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, leading to increased independence, autonomy, resilience and well-being and broad based educational attainment. By working in partnership with all significant parties to address any identified needs and support required, the aim will be 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 to adulthood.

For the student this will involve:

- Participating in educational learning activities (projects, leisure, clubs, homework club etc.) that will challenge them and develop their interests and pursuits, both on and off the school environment.
- 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.

Criteria

Lonsdale REP has the capacity to accommodate up to 18 students per night. It is commissioned to provide 18.5 residential bed-spaces (74 bed-nights per week) Funding is provided based on an occupancy top-up. The provision is available 4 nights per week, term time only.

Students are assessed for residential provision against a set of criteria and using a dependency score system and may be allocated between one to four night per week depending upon their educational requirements.

Entry criteria

1. That the REP placement is able to improve the educational attainment and outcome for the student.
2. There is clearly an identifiable need for a residential educational placement to be offered which will lead to improved educational outcomes for the student. This may be aligned through the statement objectives in the Educational Health and Care Plan.
3. The student concerned wants to stay in REP and that they, with their parents, and members of the Lonsdale Residential Placement and Review panel assesses that a REP place would be beneficial to their educational development and their health and physical needs can be met.

Eligibility for Boarding

Lonsdale offer students between one and four nights of residential provision in purpose built accessible accommodation providing their medical needs can be met. To be eligible for a residential placement, students must:-

- Be in year 7 up to year 13 and under 18 years of age to be considered for a residential educational placement. In principle, it is not deemed appropriate to consider a residential placement prior to the age of 11 due to student emotional and stability needs.
- Have been a day student for at least one term (unless there are exceptional circumstances that the Head Teacher and Head of Support and Student Care constitute unique circumstances and needs).
- Their educational learning programme can be supported alongside the student's level of physical care. This will be calculated using **Lonsdale's dependency score and rating system**. 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 programme, behavioural support and individual risk management. These will be considered in the context of their educational learning programme. There is a maximum dependency for each flat and this will determine the number of nights allocated to individual children. This is to ensure we fulfil our safeguarding responsibilities.

All students will undergo an initial assessment to identify learning and developmental needs, which will be initially reviewed within 4-6 weeks (REP Handbook for Parents), and thereafter, every six months. The nursing team must be able to meet any medical interventions prior to a student staying in residence.

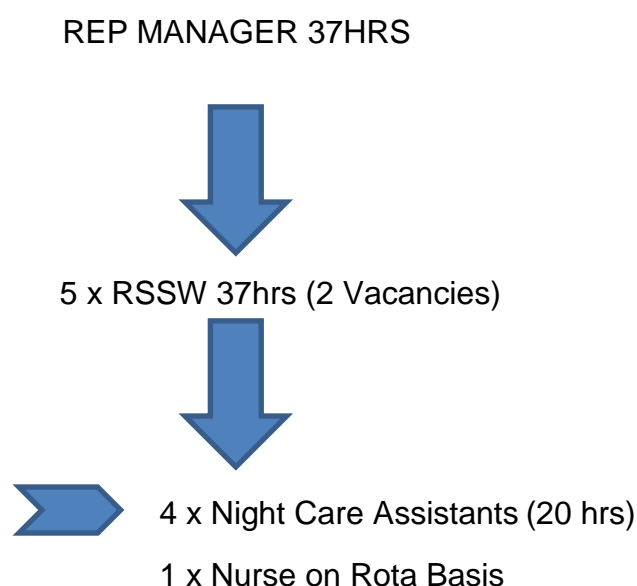
A questionnaire will be sent out to parents/carers, teachers and students, prior to their stay, to find out what they are wishing to achieve from their stay in REP provision.

Most students are offered 1 or 2 nights per week. Depending on the assessment of need, students may board for more than two nights.

It is important to recognise that REP provision at Lonsdale does not offer respite care. Respite care is provided to families through the social care or health services and is outside the remit of school.

When a child reaches the age of 16 a review will be undertaken regarding their “capacity” to make the decision to stay within REP. The outcome of the review and capacity assessment will be presented to the residential allocation and review panel regarding the continuation or the ceasing of the use of the REP provision. The expectation is that students will exit their stay in REP at the end of year 13 or when they reach the age of 18.

Staffing



REP staffing includes REP Manager, 5 full time Residential School Support Workers (RSSWs) and 4 part time Night Care Assistants (NCA) In addition there is a Senior Clinical Care Worker (SCCW) and a Clinical Care Worker (CCW) supporting in REP. Throughout the night, there are 3 waking staff; a Nurse and 2 Night Care Assistants.

Night Care Assistants are required to remain on site for the duration of their shift (21:45 to 07:00) The REP Manager lives nearby and is contactable in an emergency. The Head of Care & Student Support and Head Teacher have Out of Hours On-Call duty.

All staff are experienced and well trained with appropriate skills in caring and supporting young people with disabilities.

There is a listening monitoring device installed in each of the bedrooms and lounge area, this is essential in monitoring the safety of the students throughout the night and for responding to their requests. We are required to seek out parents/carers consent for carrying out our monitoring procedure this is done by sending a letter home with the pupil and asking parents/carers to read and sign and return to REP before their child commences with their overnight stay. Students over the age of 16 should give consent as far as practicable.

Management

The REP Manager reports to Anne Smart, Head of Support and Student Care as their line manager who then reports to the Head Teacher, Annemari Ottridge.

Staff Supervision and Appraisals

All staff have regular supervision with their line manager in accordance with the Lonsdale School supervision policy.

Supervision is a regular one-to-one meeting between the supervisor (e.g. line manager) and member of staff in order to meet organisational, professional and personal objectives. Supervision forms a key part of individual performance management.

The aims of supervision are:

- To ensure staff know what is expected of them.
- To ensure staff contribute to the aims and outcomes of Lonsdale School and REP by carrying out their duties effectively and efficiently
- To ensure good practice and to challenge and manage poor practice.
- To ensure that 'health and well-being at work' issues are addressed.
- To assist in the continuous professional development of staff.
- To identify any training and support needs.
- To ensure that staff promote equality and value diversity in line with the School's *Equal Opportunities (2015)* and *Code of Conduct Policies (2016)*
- To ensure staff know how to respond to any safeguarding issues. This includes the Lonsdale School Child Protection Policy.

There is a duty manager available and on call at all times who is available to discuss problems as they arise or for the purpose of consultation on all manner of issues. Supervisions form an integral part of the overall performance management process.

Appraisal is the annual HCC Support Staff standard and competencies evaluation process that follows the monitoring of practice and performance. It allows work roles and individual development objectives and plans, with projected professional targets, to be agreed for ongoing review through supervision.

Staff Training:

All staff undertake whole school training which includes:

- Moving and handling;
- Safeguarding/Child Protection
- Basic Life Support
- Meal time support training
- Herts Steps training in Behaviour Management;
- Communication Methods
- Emergency medication

All staff who work alongside students have enhanced DBS checks. They receive induction and training at different points in their development. All RSSW must hold the Diploma (Level 3) in Health and Social Care for Children and Young People or willing to work toward completing it.

The current REP Manager has 21 years' experience in a variety of health and social care settings. He holds an NVQ Level 4 in Health and Social (Adults) Registered Manager's Award (RMA) in Health and Social Care (Adults), Diploma Level 3 (Children and Young People) and Diploma Level 5, Leadership and Management in Health and Social Care (Children and Young People)

The 24 hour Curriculum

Lonsdale's skills based curriculum is supported and encouraged in the residential unit by carrying out homework and other learning activities. Staff all support homework tasks in an appropriate environment with specialist equipment that may not be available at home. Staff also support community based activities and outings.

REP staff aim to support young people in acquiring skills and experiences so that they may take their rightful place as valued and contributing members in society.

Lonsdale School will do this by providing 24 hour broad based education that:

- Values the partnership with parents and carers
- Recognises and promotes individual ability
- Provides learning opportunities in a variety of environments
- Challenges the creativity of students and staff
- Uses shared expertise from all professionals
- Teaches skills and attitudes to lead to greater independence level
- Is fun and gives pleasure in the recognition of achievement. REP staff are aware of each individual student's communication needs. Students requiring support in this area, or who use a communication aid are well supported during their stay in REP. All students are encouraged and supported to use their preferred method of communication.

Each student that boards has a personal Placement Plan and each half term students are encouraged to work towards their Horizon REP targets. These are written into

Individual Education Plans. These will focus on the student statement of objectives. These are recorded and are included in the Annual Educational Review and the students Education, Health and Care Plan.

REP staff work together with the school's multi-disciplinary team to exchange information and each RSSW links with the student's class team to ensure continuity between the School and the residential provision. This is also done through review meetings and student progress documentation shared across the network (shared drive) REP staff are in regular contact with parents/carers through students' diaries or by phone or letter. They are available at consultation evenings and at any other time, by arrangement.

The Flats



REP provision is an integral part of Lonsdale School. The building is purpose built with good accessibility throughout. The flats have single and double bedrooms. Students can, if they wish, personalise their bedrooms with suitable posters and personal items, these items can be kept securely in the flat for the nights they are not staying. Letters are sent out to parents and carers of all students who reside in REP to request any personal items their child may wish to bring in.

Each flat has its own adapted bathroom and shower room with specialist baths and aids. Breakfast and evening meals are usually eaten in resident social/ dining room but small snacks and drinks can be prepared in the flats and by students. Each flat is equipped with audio and visual resources. Specialist profiling beds are available for all students.

Independent living skills:

Students have an opportunity to participate in activities that promote the following:

- Preparing for adulthood
- Organising skills
- Planning and participating in journeys and trips
- Budgeting
- Cooking-planning and preparing meals
- Washing and housekeeping skills
- Cleaning
- Hygiene

ASDAN Programme- linked with school

Offer levels according to abilities

- Managing social relationships
- Individual right and responsibilities
- Using technology
- Personal safety in the home and community
- Dealing with problems in daily life
- Working as part of a group
- Developing self-worth
- Preparation for work
- Managing own money
- Health living
- Communication action

Eligibility for the independence programme

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

What can pupils expect from the independent programme?



Transport



Taking part in the community

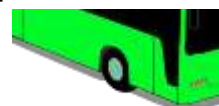
Using Public



Money skills



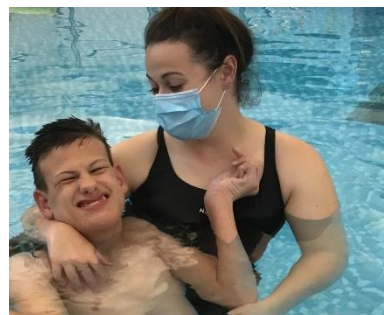
Independent activities



Independent living skills



REP Activity Photos (Swimming)



Students can take advantage of a wide range of indoor and outdoor organised leisure activities appropriate to their age and ability. We encourage all children and young people to actively take part in planning clubs and activities and welcome any new ideas that they may have.

Students have this opportunity each time they stay in REP through their weekly meetings with support staff. Activity plans and clubs on offer for the week are displayed in the dining room for access by all students. There are also opportunities to take part in cultural events across the year.

Examples of clubs that have been on offer in REP in the past are:

Gym Club

Dance Club

Cooking Club

Gardening Club

Golf Club

Cricket Club

REP Group Activity Photos



School Facilities

During their stay in REP, students have access to all school facilities that they use during their school day. These include-

- Gym
- Hydro pool
- School hall for Games
- Food tech room
- Library
- Social dining area with large screen for playing Games and watching movies in groups
- Access to Laptops and Wi-Fi to support with homework



REP enables students the opportunity to gain The DofE Awards (Bronze, Silver or Gold) which will depend on individual student's progress.

The DofE is a UK charity that makes a difference to young people's lives and prepares them for life and work. Over 275,000 young people per year from every possible background take part in the programme.

There are 6 key areas to complete the award

To broaden their Horizons

Learn to work with others

Increase their employability

Develop their leadership skills

To prove to themselves that they can succeed at challenges

To volunteer in the local community

Volunteering

The Volunteering section of their DofE enables students to give their time to help others and change things for the better.

[\(New Photos to Follow\)](#)

Physical

The Physical section is a chance for students to focus on their health and fitness and have fun along the way. As long as they choose something that requires a sustained level of energy and physical activity, the possibilities are endless.

(New Photos to Follow)

New Skill

The Skills section is about discovering what they are good at. They may want to get better at something that they are already doing. Examples are; playing a musical instrument, or learn something for the very first time, like how to design a website or practise their cooking skills or maybe learning to knit?

Expedition

As part of a small team, they need to plan and complete a practice and final expedition that will truly stretch their horizons. They will improve their communication and leadership skills and take a rucksack full of memories home with them.

Keeping Students Safe



Our primary concern is to ensure that all students are safe, well cared for and provided with an education and learning environment which provide consistency and continuity for students. We aim to meet individual needs, and view the Residential Educational Provision as an integral part of the School.

RSSWs attend the student's annual EHCP reviews and report on progress made. The students' care plans are reviewed jointly with RSSWs and their individual class teams. REP horizon targets are also written and reviewed by RSSWs. We share these documents with parents, students and class staff so that we can all work together to promote each student's welfare and achievements.

If any staff have any concerns that a student may be suffering from abuse or neglect, they have a clear duty to report this to the Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL). The DSL will consult appropriate persons including social workers and seek guidance on keeping the student safe. At all times we operate within our school's Child Protection Policy and Hertfordshire Child Protection Procedures (Safeguarding)

An auditory monitoring system is used at night (10 p.m. – 7 a.m.) for night staff to listen for and respond to students calling and signals for attention. This equipment is solely in place for the safeguarding of students.

Behavioural Support

All staff are trained in the Hertfordshire STEPS approach, STEPS objectives are:

- Shared Values and Beliefs
- Shared communication, diversion and de-escalation.
- Shared risk management.
- Shared reparation, reflection and restoration

The course structure consists of:

- **Before a crisis** de-escalation
- **During a crisis** management of risk/harm
- **After a crisis** reflect, repair and restore.

Health and Safety (H&S)

REP provision is subject to departmental H&S policies and procedures and displays a Health and Safety poster in the main office. All staff have a responsibility for keeping themselves, their colleagues and the students in their care as safe as possible.

The usual procedures are followed when accidents and incidents occur; all appropriate paperwork is completed and copied to the relevant parties. Health and Safety issues are discussed in all staff meetings and are an agenda item in all supervisions.

There is a risk assessment file, which all staff are required to read, and staff must keep up to date with any procedural changes. Whenever a new policy or procedure is added, each staff member signs the file to indicate they have read and noted the change.

Significant incidents are dealt with in accordance with Ofsted standards and school policies.

The REP Manager monitors and checks Health and Safety Compliance on a daily basis.

There is also a monitoring visit by at least one governor on a termly basis. In addition, there are regular visits by the Hertfordshire Improvement Partners.

Missing Children

Lonsdale School creates a secure and comfortable environment for all our students. It is extremely rare that a student becomes so distressed that they wish to leave school or attempt to leave the school. However, where a student is experiencing difficulties at home, in the community and/or is being bullied, the following principles

and policies currently in place in school would help to prevent an incident of absconding or a student becoming missing.

Principles

- Staff understand the context of the student and work to recognise situations of 'vulnerability' that may precipitate a student going missing
- The safety of the child is of prime concern. To this end, staff should be actively involved in locating and returning the child.
- Residential staff will liaise with appropriate agencies and the family in locating and returning the child to a safe environment.
- Every student that goes missing will have a return interview after the event.

All staff will adhere to the protocol for dealing with a critical incident should a student go missing as outlined in the Lonsdale School Whereabouts and Missing from School and/or REP Policy, including carrying out a return interview.

Equality and Diversity

Our policy with regard to Equality of Care for children and young people will ensure that every student receives equal care and support, irrespective of their gender, ethic, cultural, linguistic or religious background. When applicable, religious observances, dietary considerations, festivals, etc. are fully catered for, recognised and facilitated.

Contact with parents/carers

During their residential stay, students may contact their parents/carers. A cordless phone allows them to have privacy whilst making their call. Where students are unable to use this method of communications an individual communications/privacy plan will be developed.

Oversight and Monitoring

The oversight and monitoring approach undertaken by Lonsdale REP is in line with the Prevailing National Minimum Standards (NMS) for Residential Provision attached to Special Schools. In Preparation for the yearly residential Ofsted inspection, Herts for Learning (HfL) (Hertfordshire Schools Improvement Service) undertake a monitoring and oversight visit using a template developed from the NMS by the local authority in order to assist the school to ensure high standards are maintained. A monitoring and oversight report is produced and any improvement recommendations are clearly outlined for the REP.