

Statement of Purpose Str

1 January 2017 Version Number: 6

Author: Northern House Review Date: Spring Term 2018



Introduction Aims and Vision

Our vision is to create an environment where diversity is valued and embraced and is free from discrimination, victimisation and harassment for all our pupils, employees and volunteers.

It is our responsibility to help make sure Northern House School (Wokingham) is an inclusive and considerate place to work.

Our aims include:

- To meet each student's individual special need.
- To encourage, assist and educate each student to achieve his or her full potential.
- To work in partnership with parents to help their children to more successfully manage their own lives through positive change.
- To develop the whole school by being proactive, flexible and accepting of new ideas.
- To strive to help students bring their own behaviour under control.
- To build confidence and self-esteem emotional resilience.

What is Northern House School (Wokingham) and who does it cater for?

Northern House School (Wokingham) is a purpose built residential secondary and primary school for boys and girls, KS2, 3 and 4, who have experienced social, emotional and mental health issues as their primary special need. The range of additional specific complex needs with which the school is working is broad and includes young people with ADHD, Autistic Spectrum Conditions, Specific Learning Difficulties, Mild Learning Difficulties, Literacy Delay, Speech and Language difficulties, Social Interaction difficulties and communication interaction difficulties. The school is situated in Wokingham, Berkshire.

The school promotes social inclusion and aims to give each young person the opportunity to develop in such a way that when they leave the school they will have the social skills to be a successful participant in society.

Northern House School (Wokingham) currently accommodates up to 69 pupils in its secondary and primary school at any one time, 16 of whom may be resident. It provides an orderly caring environment in which children and young people are encouraged and enabled to achieve success. All pupils should have a Statement of Special Educational Needs or EHCP (Education, Health and Care Plan).

Meeting the needs

Each pupil is treated as an individual with their own specific needs at Northern House School, Wokingham. There is a high staff to pupil ratio for Care and Education.

The majority of pupils placed at the school will need considerable adult or agency support. There are regular reviews of a pupil's progress as required and where appropriate, namely multi agency planning meetings, Statutory Annual Reviews, Personal Education Plans (PEP) and Looked After Reviews. Most of these meetings take place at the school and the appropriate individuals are invited

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to attend and pupils are encouraged to participate. Where a pupil is causing concern, additional meetings might also be called in order to find solutions, review objectives and/or set new targets.

On occasions, following consultation with the local authority, additional support may be requested in order to sustain a pupil's place at the school. This may be through providing residential provision or an individualised school programme and could be in the short or long term but will always be under review.

The school regularly works with a number of outside agencies to help to achieve these aims.

Education

Northern House School, Wokingham delivers not only academic education through the school day but also social and emotional education and support for residential and day pupils. A holistic and multi-disciplinary approach is taken with regard to pupils specific difficulties. Northern House School employs specialists, consultants and therapists to address these. The school is able to provide a 24 hour care curriculum for residents, which means that more vulnerable pupils are constantly being guided and supported in achieving their targets through identified work, discussion, role modelling and activities with staff.

The first task on arrival in school is to assist the pupils' access learning and to motivate them in the classroom situation. To achieve this class groups are kept to a maximum of 8 secondary pupils and 6 primary pupils. Two staff work with a group where possible and teaching tasks are differentiated according to identified individual needs.

The school aims to create an environment where each pupil is supported to ensure they achieve in their education as far as their abilities will allow.

The National Curriculum is followed and differentiated to meet the needs of the individual pupils. This ensures they are not placed at a significant disadvantage compared to their peers in mainstream schools. Pupils may be placed in groups that are not based on school age but dependent on their learning and special needs.

Pupils are entered for specific external examinations where appropriate GCSE, BTEC, Entry Level, AQA Certificates and access to a large range of vocational qualifications. At Key Stage 4 there is a robust programme of Carers Education, links with local colleges and Work Experience. On occasions outreach work may be undertaken to support pupils who continue to be on role at Northern House School.

Residential Education

Although currently we have no pupils where the local authority believe residential provision is necessary, for some young people residential education is the only way for them to make progress. Students are considered for residential education when their emotional needs require a consistent environment, providing a different lifestyle in a structured and predictable regime. At Northern House resident students are given:

- Assistance in developing social skills to improve their interactions with others
- Consistent behaviour management to allow them to access activities successfully, both inside and

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outside school.

- Help in developing self-awareness and self-help skills in the areas of hygiene, housekeeping, budgeting, travel, safety, use of local community facilities
- Opportunities to develop relationships and social skills through group activities, one to one discussions and regular residents meetings
- Help in developing self-control and strategies to resolve personal problems
- Opportunities to enjoy a wide range of activities in a relaxed, fun but safe environment

Behaviour Management

Positive Behaviour Management operates within the school day and 24 hour curriculum. It is designed to encourage pupils to achieve acceptable levels of behaviour and promote self-responsibility.

The pupils at Northern House School, Wokingham can often exhibit dysfunctional or challenging behaviour, which at times results in outbursts that necessitates some measure of physical intervention. All staff are trained in the Behaviour Management package 'Team Teach' to ensure that such intervention is consistently and appropriately applied by all staff, which prescribes holds that are in keeping with the guidelines issued under the Children's Act 1989 and Department for Education (February 2014) 'Behaviour and Discipline in Schools and the Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies. Heavy emphasis is placed on early intervention, personal responsibility and de-escalation within the Team Teach system.

A balance has to be achieved between helping students to learn to regulate impulsive anti-social behaviour on the one hand, and encouraging those who lack confidence or motivation towards pro-social behaviour on the other. Behavioural reward programmes, a focussed PHSE programme across the curriculum, and individual counselling support the curriculum of the school. One important way we boost self-esteem by enabling, acknowledging and promoting success at school.

Our priorities are to help young people to:

- learn to act considerately
- learn to accept personal responsibility,
- learn to show self-control
- develop into happy, independent adults
- develop a respect for themselves and for others
- take up their place in society and build successful relationships
- acquire skills and knowledge to enable them to be capable of exercising rational choice in a democratic society
- work and achieve to the best of their ability
- make appropriate academic progress during their time at Northern House School (Wokingham)
- become more successfully integrated into the school, their own families, communities and society at large

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- enjoy their education and time at Northern House School (Wokingham)

Child Protection

Child Protection and the safeguarding of the pupils is given the highest priority at Northern House School. The schools designated persons for child protection are; Andrew Fisk (Assistant Principal), Fran Pass, (Principal) and Rebecca Archer (Vocational Support Officer). The designated person/s liaise with Wokingham Social care and the young person's placing authority if and when appropriate. All procedures follow 'Working Together to Safeguard Children' (2016), 'Keeping Children Safe in Education' and are in line with Wokingham Borough Council procedures.

The parents/carers and placing authorities will be notified of safeguarding and child protection issues where appropriate.

Independent Visitors have free regular access to the school and report back to the Head of Care and Safeguarding Governor lead regarding any child protection and safeguarding concerns.

Staff

Administration and ancillary staff support the education and care staff in the smooth running of the school. In line with the statutory guidance 'keeping Children Safe in Education' all staff employed are checked through references and the Disclosure and Barring Service (DBS). Relevant staff are trained in Safer Recruitment. The schools single central record is maintained by the office manager.

Staff training and development is ongoing and opportunities are made available for staff to attend both in-house and external courses and conferences. Specialist training is offered in specific cases if a need arises. There is a full programme of in-service and external staff training according to the requirements of the individual disciplines.

There is an independent counselling service which staff have access to if necessary for support and advice.

Other documents to consider include:

- School Prospectus
- Staff Handbook
- All school policy, but in particular:
 - Admissions policy
 - Race Equality & Equal Opportunities Policy
 - Confidentiality Policy
 - Whistle Blowing Policy