

William Henry Smith School

Statement of Purpose

Policy Details

Status:	In-house
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Lead member of staff:	Sue Ackroyd
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2.0 Statement of Purpose

The William Henry Smith School is a non-maintained Residential Special School that meets the needs of boys between the ages of 7 – 19 years, who have complex needs often associated with social, emotional and mental health challenges and/or specific learning difficulties and common diagnoses include ADHD, Autism, ODD, OCD and FASD etc. The School is a registered Charity and the Trustees delegate the day-to-day running of the School to the appointed Governors and the Senior Leadership Team. The William Henry Smith School is registered as a Residential Special School under the Care Standards Act 2000.

We create a caring, secure, stimulating and flexible learning environment which serves to provide every child, through success and achievement, the health, safety and engagement opportunities needed to thrive.

We aim to prepare our young people for adulthood through the teaching of skills and attitudes which will enable them to participate fully in society and give them the foundations to become lifelong learners.

3.0 Management structure

Senior Leadership Team:	Sue Ackroyd Martin Gibson Caroline Booth Rajinder Randhawa Damien Talbot	Principal Deputy Principal Deputy Principal Vice Principal (Education) Vice Principal (Care)
Middle Leaders:	Helen Callaghan Sarah Ayache Lisa King Karl Adamski Jason Wilkinson Barrie Campbell Gareth Walters Anthony Hemingway Ian Morton	Head of Education Head of Therapy Head of Support Services Senior Teacher Senior Teacher Positive Behaviour Lead Learning Leader Learning Leader Learning Leader
Child Protection Team:	Damien Talbot Ann Ashton Stewart Griffiths Kirsty Helliwell Liam Sutcliffe	Designated Safeguarding and Prevent Lead Designated Child Protection/Prevent Officer Child Protection Deputy Child Protection Deputy Safeguarding and Prevent Governor Lead

4.0 Named Provider

Sue Ackroyd is the Named Provider for the William Henry Smith School in compliance with the Care Standards Act 2000 (recent 2010). As Principal of the school he has overall responsibility and can be contacted at any time with regards to the service provision.

5.0 Child Protection and Safeguarding

The school is wholeheartedly committed to ensuring that the safety and welfare of its children and young people is paramount. Staff are aware of their responsibility to report any concern or incident to their line manager or Damien Talbot (DSL) or to Sue Ackroyd (Principal). Liam Sutcliffe is a regular visitor to the school and as well as undertaking unannounced monitoring visits is available for all students and staff to talk to at any point. Clear posters point to simple processes of reporting concerns including

to the Local Authority Designated Officer, Cheryl Baxter; Steve Barnes, is the school's advisor and Sadia Hussain is the Prevent Lead.

Risks associated with young people living away from home are fully recognised and the school, in partnership with the local Children and Young People's Care Services/Designated Officer, has developed an in-depth Child Protection Policy. The school believes that a whole school policy is crucial to the development of good practice and sound procedures—and that children's welfare is at all times paramount.

6.0 Legal framework

The school actively supports and aims to raise all standards for its students, and as such works alongside current legal frameworks and whilst no longer part of formal legislation, the school constantly serves promote health, safety, enjoyment and achievement and, economic well-being, encouraging children and young people to make a positive contribution to the school and home communities.

The school values its agenda, under the Children Act 2004 and other more recent legislation, including maintaining high standards of child protection and safeguarding and the importance of partnerships through collaborative work designed to improve outcomes for children and young people. The school ensures that services are organised around the needs of young people and this working together to intervene early is a key focus of its work. The school acknowledges its vital role in identifying where children and families need extra support across services and value appropriate communication across sectors in order to meet needs. The school operates a pro-active information sharing protocol and ensures that sensitive information is shared in line with the Data Protection Act.

7.0 Referrals

Students referred to the school for potential placement are likely to have failed to thrive in a mainstream or alternative special provision. They may have suffered severe emotional, physical and possibly sexual abuse. Many students will require the integrated services of Education, Care and Health. Referrals are usually initiated by the responsible Special Education Needs Department. Information provided will include background history of the child, together with the Statement of Special Educational Needs or Education/Health and Care Plan and any relevant therapeutic or health details. This information is considered by members of the Senior Leadership Team. Whenever a referral is deemed potentially suitable, the school will arrange for the child and his parents/carer to visit school and attend an interview. If the consequent report indicates a positive 'match' between the school and the student, then a visit to his home will be arranged. Each potential student will be considered on the basis of whether The William Henry Smith School can meet his individual needs. The school's statutory responsibilities in terms of race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and, marriage and civil partnership is in line with The Equality Act 2010 and no discrimination will take place.

8.0 Assessment

All student placements are subject to a period of 12-week assessment. This culminates in an Initial Assessment Meeting, which sets out the student's needs and progress to date and provides a plan of education, care and health intervention that the school can offer.

As part of the assessment process each student undertakes several baseline tests, including, testing for specific learning difficulties, academic subject assessment and testing that serves to identify their preferred learning style. Other assessments include bespoke assessments in respect of behaviour, social/life skills and parental assessments which define the picture on admission.

In addition, all students are subject to a holistic 'needs' assessment that serves as a tool for evaluating specific needs and as means for planning individual care, education and health programmes. This is undertaken by one of our on-site therapists. Assessment is an ongoing process throughout a student's placement and serves to provide the necessary information and data to allow for increased access to the curriculum and specialised support based on individual need.

The school has an Admission and Assessment House and a designated Admission and Assessment Worker to assist with a smooth transition to school and to serve as support to the student and his family.

9.0 Placements

The school is registered with the DfE for up to 70 resident and non-resident students, and provides placements on a termly boarding basis. The school offers several part residential placements which offers the opportunity for students to take advantage of planned social care experiences; midweek sleep-overs to provide respite as agreed with Social Care (as a separate arrangement). – The school does not provide for emergency admissions.

10.0 24-hour curriculum

The school promotes social inclusion and aims to give each student the opportunity to develop his maximum potential through the delivery of a 24-hour curriculum that is based on a combination of Education and Care supported by Health care. The school has a strong A-focus on nurturing and developing resilience in preparation for increasing independence and preparation for citizenship and making a positive contribution to society.

Education is provided in compliance with each student's Special Needs Statement or Education, Health and Care plan and reviewed, at least annually, in line with the Code of Practice. All students follow the National Curriculum with modification and differentiation as appropriate (in line with the SEN Code of Practice). The school is subject to OfSTED inspections and operates on a three term academic year and provides statutory education time over a five-day education week. Learning tasks are personalised according to identified individual needs, and this informs all planning. All students receive the statutory number of teaching hours and are encouraged to enter for public examinations, including GCSE, Functional Skills and, Entry Level qualifications. There is also opportunity for students to engage in Unit Awards which follow specific areas and provide fundamental skills. Teaching is delivered taking into consideration the complex needs of young people and has a holistic mechanism for delivery in terms of students' social, emotional and mental health challenges.

The 24-hour curriculum provides formal education, which works in combination with a stimulating and energetic programme of small group teaching situations, where students are taught basic social and life skills, many of which are accredited, designed to enhance their ability to interact and socialise within a variety of settings. Opportunities to learn a wide range of daily living skills are provided, and students are encouraged to participate and develop in other areas such as camping, climbing, football, swimming, trampolining, badminton, cooking and walking. Social and life skills are an integral part of the care curriculum and serve to enhance the skills required for the world of work or further education. There is a significant emphasis on developing the attributes essential for citizenship and key elements such as making a positive contribution to students' local communities and achieving economic security, within reasonable parameters, are taught with a view to transferring these skills, particularly in Year 10 and Year 11, 12 and 13 to students' home environments.

Daily assemblies provide opportunities to praise and recognise individual and group performance and to promote and cultivate the spiritual, moral, cultural, emotional and intellectual development of students. Assemblies can provide occasions for collective worship, although the school does not follow any specific faith, and sees these times as an opportunity to share values, on matters such as responsibility and citizenship (including School and British Values and community partnership and cohesion). Parents and carers have the right to withdraw their children from collective worship and individual arrangements are made for any student who wishes to regularly attend a place of worship.

Many students have encountered negative educational experiences. It is therefore a primary task of the school to provide an environment that enables every child/young person to become motivated towards learning. To assist in achieving this aim, classes are usually kept to a maximum of 10 students, with a minimum of three staff to a group in most situations. Care and therapy staff support with an integrated approach to facilitate learning.

The school links with local colleges and businesses, with the aim of providing students in years 10 and 11 with the opportunity to extend their practical and/or academic skills. Strong links with schools in the locality ensures that some students are able to broaden their subject knowledge by attending mainstream where deemed appropriate. Most of our young people participate in Work Experience which is personalised to meet individual needs and starts with students in all year groups applying for school based jobs. Career tasters are organised across a variety of fields/careers and more formally arranged placements within the school locality and within students' home communities where deemed appropriate to individual circumstances and choice of career path. There are staff responsible for ensuring each student receives careers advice and meet regularly with students, attends EHC reviews, liaises with LA careers offices, sets up College interviews and organises a range of experiences for all year groups.

Liaison and integration within the community are vital components of the work that is undertaken with young people. The school believes that it is essential to use local amenities and engages in any opportunities that serve to contribute to the local environment, as well as helping students develop social and citizenship skills. Several local schools and other organisations utilise our facilities for training and leisure opportunities. The school partakes in sports fixtures and competitions with other local education establishments.

11.0 Therapy and consultation

The school is resourced with skilled staff, who provide students with the specific care and attention that they require to meet their individual needs. Students who need the intervention of other specific approaches can access consultation and therapy from a range of disciplines delivered on site; these include Counselling, Psychotherapy, Art Therapy, Music Therapy, Drama Therapy, Neuro-Linguistic Programming (NLP), Educational Psychology, Occupational and Speech and Language Therapy. The Communication Team provides support and intervention in respect of speech and language and sensory integration, providing communication and sensory profiles designed to assist with adaptations to learning environments.

The school's own therapy team works in close connection with CAMHS practitioners to ensure that needs-led assessments are matched with appropriate service provision. Parents also access our therapies through Family Outreach as appropriate.

12.0 Accommodation

Students reside in single rooms within residential houses, designed as much as possible to replicate a family environment. All rooms have washing facilities and some have en-suite facilities; one of the houses provides all bedrooms with en-suite facilities.

13.0 Staff

The school ensures that there is a high ratio of staff to students in the majority of situations. The Education Department has 9 Teachers, who possess qualifications and experience of teaching within a Special Education establishment. This is supported by 11 Learning Support Assistants and several Support Workers. The Care Team comprises of 20 staff, which allows for a high quality 24-hour curriculum of student support and intervention to be provided.

All are either qualified to work in this field with young people, or are working towards this recognition. The school strives to maintain an equal opportunity working environment. Supervision of all staff is a planned process; annual Performance Management/Development applies to all staff, in all departments.

14.0 Training

A variety of training, development and support is provided for all staff. Staff training needs are determined through the requirements of the National Minimum Care Standards, Performance Management and Development and the School Improvement Plan. This encompasses Diplomas for all Residential Care Staff and Learning Support staff.

The school holds regular 'in service' training on a wide range of subjects, and is committed to ensuring that all its staff are familiar with theory and practice within their particular department. All staff receive Child Protection awareness training and on-going refresher updates.

All departments offer an induction package. The content, length and depth vary, depending upon the specific key area, however all staff access the following areas:

- Health and Safety
- Child Protection Fire Prevention
- First Aid
- Behaviour Management Training
- Positive Handling including restraint
- Policy and legislation
- ICT and on-line safety
- Basic Drug Awareness and procedures
- Child Sexual Exploitation
- Prevent

This is in line with National Minimum Standards, under the Care Standards Act 2010.

15.0 Key Working

The school's practice is built upon creating and developing relationships with young people. A key feature is that all students have a Key Worker who manages, with the support of education and therapy and other care colleagues, a young person's case. Key Workers take the lead on liaising with families and other professionals initiate the placement plan following initial assessment. The Key Worker is part of a wider 'Learning Mentor Team', a group of five or six staff charged with the responsibility of delivering successful outcomes across both settings for a specific group of students in their 'Learning Group', supported by therapists.

16.0 Fire safety

The school operates strict adherence to fire alarm procedures. All students and staff are inducted into the particular emergency procedure, depending upon the time of day. Regular fire drills are held and recorded. Weekly tests are conducted on emergency alarms and lighting throughout the school. Emergency evacuations are also undertaken when students are asleep in their rooms. Fire prevention and awareness is greatly enhanced by the presence of Waking Night Staff supported by 'sleep in' staff.

17.0 Night care

Sleeping in Social Care Workers are supported by Waking Night Staff, who monitor upper landing corridors and the school grounds, via a CCTV system, which aims to provide additional security. The privacy of young people is always upheld. There is a strict and regularly reviewed procedure for any member of staff who wishes to view any recordings. The system has been agreed with LAs and all professionals and carers are informed of its purpose prior to admission. Students are inducted into its use and are encouraged to share any questions or concerns.

18.0 Food and diet

The school aims to provide all students with adequate quantities of well prepared food that is wholesome, nutritious and sufficient to enable normal physical development and social and emotional well-being.

Whilst the catering department is keen to offer choice, it is also conscious of the effect which some less nutritious convenience food has and therefore prepares and serves more 'home cooked' options. The school is able to meet all special dietary requirements arising out of health, religious or cultural needs. The school carries awards in relation to Healthy Schools and Food for Life.

19.0 Clothing, toiletries and personal possessions

All clothing and footwear is provided, ranging from leisurewear to school uniform. The school ensures that students and staff are suitably dressed for the wide range of sport and work activities, which they undertake. Toiletries are also supplied. Students are encouraged to personalise their bedroom spaces with items which may help to facilitate a smooth transition to residential living. Parents/carers are asked to provide a letter accepting responsibility for electrical equipment brought into school, and rigorous safety checks are carried out.

20.0 Positive Behaviour Support

The school seeks to promote a positive atmosphere based on a sense of community and shared values. Students are expected, with support, to show respect and consideration for others, property, authority and themselves, honour commitment and take personal responsibility for their own behaviour. All students have a Positive Intervention Support Plan (PISP), which sets out to identify 'what makes individual student's happy, triggers and diffusers; it also includes information which assists staff to manage difficult and challenging situations. The good practice of the Team Teach holistic approach is used, which largely focusses on de-escalation, encompasses the use of physical intervention as a final measure. Further information about Team Teach can be gained by visiting their website www.team-teach.co.uk. Where diversion and de-escalation fail, safe Physical Intervention

supports the student until he regains self-control. All staff receive Positive Behaviour Support training through well-established Team Teach principles. Initial training is updated and supplemented by regular refresher training, presented by our own specialist tutors.

Within the school day, a range of structures are in place for students who are facing challenges in the classroom through the Learning Support team. A range of options are available:

- Targeted support in the room
- Students are encouraged to resolve the issue at hand without leaving the classroom
- Each classroom has easy access to an adjacent 'Quiet Room' where a student can go himself from the difficult environment
- Use of personalised strategies
- Request 1:1 time with their Key Worker or other named staff from their Learning Mentor Team/House group
- Use of 'Time 4 Me' (therapy department): 'drop ins' are also available at certain times in the week
- Support from houses is always available.

Incidents that necessitate physical intervention are reported to parents or carers, and any other parties, as agreed during a student's admission or at any review. All incidents are monitored by independent monitoring and reports are completed on a ½ termly basis. This information assists in the review of Positive Intervention Support Plans and in forming Physical Intervention Reduction Plans. The admission procedures, Learning Mentor Team meetings, informal and formal review of cases, provide opportunities for detailed descriptions and discussion about intervention strategies.

21.0 Health care

Health and well-being are vital components to the overall care of children and young people and to ensure that individual needs are met, the school employs a Registered Nurse. All Resident students are generally registered with a local General Practitioner and Dentist, and detailed records are kept of appointments and treatment; some parents/carers prefer to keep their own GPs as do carers of non-resident students.

On admission, the school requires a full medical history of the student, which should include details of any current prescribed medication. In addition, the parent/carer is required to complete a Medical Consent Form, authorising the school to action medical needs. Naturally, those providing such consent are kept fully informed of any action taken by the school.

Although many of our students may have experience of smoking, this is not permitted at the school. This is naturally the same for other drugs, including alcohol. Where necessary, the school provides professional intervention, by way of specialist advice centre appointments, if any addiction is deemed to be impeding a student's progress. The school liaises closely with local agencies to provide support to students and therefore counselling can be offered by staff with relevant training and expertise.

22.0 Placement planning/assessment and annual review

There is a multi-skilled approach to the assessment, development and review of students and this is facilitated by staff from Education, Care and Therapy. Key Workers and Learning Group Teachers, in partnership with therapy and students, regularly review all plans, and this ensures that there is a coherent co-ordinated service. Initial Assessments and EHC Reviews are held within school and for those students who have 'Looked After' status, we support the formal L.A.C and PEP process. Individual Learning Targets/Education, Health and Care Outcomes are reviewed at least three times a year. § Transition from one stage to another, from learning Group or between houses. All these means of assessment and review are supplemented by contribution from students, parents/carers, Local Authorities, Educational Psychologists, Children and Young People's Care Services, YOT and Careers Services as appropriate, in order to meet the needs of students.

23.0 Contact and travel

Maintaining contact with a home base and the roots of a student's life is seen as vital. Home contact is fully encouraged, as are visits by parents/carers and friends to the school. Whilst the school is officially 'termly boarding', it is our policy that students should have as much contact with home as possible and consequently, the majority of students go home every weekend.

Throughout the year the care curriculum extends its activities to include weekend activities, such as camping expeditions and short hikes, trips to the local ice skating rink and swimming pools. These times create additional opportunities to further develop relationships and work on social skills. Staff support a social/life skills programme mid-week and during some weekends, where

young people are introduced to independent travel, using a variety of forms of transport. Residential Care Staff provide outreach most weekends, supporting parents/carers and providing activities for young people; this serves to further continue to develop relationships between staff and students and work with students on specific difficulties they may be experiencing both at home and at school.

Students are transported to and from their home base via taxi and, where necessary, an escort is provided by Local Authorities, in partnership with the school. Students are encouraged, with support, to extend their independence skills in Years 10 and 11, by occasionally travelling on public transport.

24.0 Anti-bullying

In recognising the vulnerability of many of our students, there remains a strong emphasis on the prevention of bullying. The protection and supervision of all students remains a central focus, and the school operates a zero tolerance policy. Elements of Restorative Practice are utilised, which serves to challenge the 'bully' and teach them to recognise the damage caused to a victim. A member of staff carries the responsibility for the co-ordination and awareness of bullying prevention. Additionally, we raise the profile each year in National Anti-Bullying Week and during assemblies, house meetings and in Student Voice.

25.0 Absence and absenting

Unauthorised student absence and absenting have a strict procedure of notification, to which the school rigidly adheres. Whether it is a student failing to return on time from a weekend or one in personal crisis *escaping* from a situation, swift response will always follow. Regular notification to parents, carers and appropriate agencies takes place if students remain missing and on-going risk assessment takes place until the student has returned to a place of safety. We liaise regularly with the local police, following Missing Persons protocols and procedures. Returning from absence is an opportunity to welcome the student back, and make efforts to establish strategies, in order to reduce the insecurities that may have caused the initial problems.

25.0 Student meetings

'Student Voice' comprises student representatives from each year group, supported by three members of staff, who facilitate discussion on topics generated by students. Minutes of meetings are shared with all students and staff. Students are encouraged to be involved in the daily running of the school and impact positively where they are able to.

House meetings are also held, and this gives students the opportunity to raise issues regarding the residential care aspects of their placements.

Daily assemblies provide a great opportunity for the sharing of ideas and contribution to the formation of whole school rules, expectations and policies, as well as recognising progress and success.

26.0 Outdoor education and adventurous activities

A healthy lifestyle is encouraged for all students and can have a positive effect on the development of individual self-esteem and overall development. The provision is very broad and encompasses outdoor and adventurous activities, such as camping, canoeing, walking, orienteering, cycling and some water sports together with a wide range of other leisure experiences. Term time camps are designed to enhance self-worth and develop learning and skills across a wide range of elements.

27.0 Concerns and complaints

The school has a comprehensive policy and procedure for dealing with concerns and complaints. The document is available to all interested and relevant parties and is subject to regular review. Students have an awareness of their own specific complaints procedure, and this is the subject of discussion during assemblies, Key Worker sessions and questionnaires, designed to identify how certain situations are perceived by students and, where necessary, change practice. Parents and carers have general means of expressing concerns, including regular contact with the student's Key Worker and a formal means via a parent/carers questionnaire and a complaints pro-forma.

Where complaints cannot be dealt with effectively internally, they are referred to the local Children and Families Initial Response Team. Accurate records are maintained and all relevant parties are kept informed of the details, action and outcome.

The school believes that it is the responsibility of all its community members to report any incident or concern, which may be detrimental to the general well-being of its students.

28.0 British Values

The school promotes attitudes and behaviours which enhance personal, family, community and British values.

The government set out their definition of British Values in the 2011 Prevent Strategy. These were reinforced in September 2014 due to recent events. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

We agree with the Department for Education's five-part definition of British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Students encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been described by Ofsted as "inspirational, unique and aspirational; continuously improving the lives of students having resilience and problem solving at its core" (2014).

29.0 Equal opportunities

It is the duty of every student and member of staff to endeavour to further develop equal opportunities, by personally contributing towards a happy and caring environment, and by showing respect for, and appreciation of, each other as individuals. Difference, in every sense, is valued and celebrated and the school ensures respect, democracy and tolerance. The William Henry Smith School is inclusive in every way and appreciates the specific needs of all individuals and groups and, pro-actively and positively works towards maintaining high standards in meeting everyone's needs. The school advertises the fact that it is an equal opportunity organisation and this is an integral element of the school staffing and recruitment policy.

30.0 Inspections

The school is inspected by OfSTED. Local authorities also inspect the school as do nominated school Governors who carry out half termly unannounced monitoring visits. All reports can be obtained by request directly from the school or via the school's website.