



Standard 3 Visit

Name of Service	Southview School – ‘The View’
Date of previous visit	28/03/2025
Date of this visit	20/05/2025
Standard 3 Visitor	Mark Goode
Time of visit	2.00pm
Visit Supported by	George Walklett – Head of Care

About the Independent Visitor

Visiting the residential provision today is Mark Goode. Mark has worked in the Education sector for the past 24 years, leading in multiple Schools and alternative providers with experience as both Headteacher and Executive Headteacher. Mark spent time as one of Her Majesty’s Inspectors with OFSTED. Mark is experienced in leading bespoke education covering ages 4 to 19 across the full academic range for pupils with wide-ranging complex additional, special and health needs. Mark’s strong track-record of inspection processes has helped organisations with low ratings, as well as both ‘Good’ and ‘Outstanding’ ratings. Mark undertakes visits on behalf of Platinum Care Consultancy in a number of residential School settings. These include settings designated for care and education of children with emotional and behavioural difficulties, learning difficulties, sensory impairment, physical disabilities and health conditions.

Standard 3 VISITS

INTRODUCTION: Standard 3 - Monitoring by independent visitors (as of 5th September 2024, no updates in the NMS have been made since September 2022).

3.1 The governing body, trustees, or proprietor of the school appoint a representative who is independent of the leadership and management of the school to visit the residential provision six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. The representative is vetted in line with the school's safe recruitment policy, in accordance with the safer recruitment requirements set out in Keeping children safe in education, and has the skills and authority to effectively carry out this role

3.2 Monitoring visits are carried out unannounced. They include:

- conversations with children, the senior management team and staff;
- conversations with social workers where relevant;
- conversations with parents/carers where relevant;
- checks on the school's records of attendance, complaints, sanctions, bullying, restraint (including restrictive interventions), risk assessments, and where they exist, individual care plans for children including in relation to residential provision;
- evaluation of the quality of the provision and effectiveness of the care provided to children and whether they are safeguarded;
- assessment of the suitability and physical condition of the building, furniture and equipment of the residential provision and the external environment.

3.3 Written reports of all monitoring visits are provided to the headteacher (or school equivalent) and where applicable the governing body, trust, or proprietor.

- Reports are also provided to each member of that body (or the appropriate committee of that body) within two weeks and as written by the visitor without amendment or summary. The governing body, trustees, or proprietor of the school should record a formal response to each written report.
- Monitoring reports and formal responses should be retained by the school and made available during an inspection and, on request, shared with any placing authorities and with the local authority where the school is located.

3.4 The headteacher (or school equivalent), governing body, trustees, or proprietor carry out, and record in writing, once each year: a review of the operation and resourcing of the school's welfare provision for residential pupils, in relation to:

- its Statement of Purpose;
- its staffing policy;
- the placement plans for individual children; and
- an internal assessment of its compliance with these standards and
- actions it will undertake to ensure compliance.

Introduction and Context for this visit

Southview School is a 3-19 day special school for Physically and Neurologically Impaired (PNI) children and students are situated in a modern, inclusive and accessible building in Witham. The school are part of the Hope Learning Community, and we work alongside two other schools, Market Field School and Chatten Free School. There is also a satellite Market Field College based in Clacton. We have opened our college site, just adjacent to the main school building. The college site houses our college and key stage 4 classes, as well as our hydrotherapy pool. All three schools work collaboratively together and there is a strong culture of mutual support and sharing of expertise. The school is unique in Essex Local Authority as the only special school exclusively for PNI children and students. Southview School is staffed by a highly skilled and dedicated team of teachers, support staff and therapists who work holistically and collaboratively to provide a high quality learning experience for all children and students.

Southview School strive to create a happy school where children feel safe and are confident to 'give things a go'. The drive to see a relaxed atmosphere is balanced against the statement that they really do work the children hard! Ofsted commented (when visited in September '22) that 'Southview School is a thriving, joyous place to learn. Pupils are inspirational, happy and delightful to speak with'.

The school are experienced in using a wide variety of equipment and technologies to support children and students, enhancing their experiences and keeping them safe. Southview is a school that values standards and achievement and they are extremely proud of all that goes on at the school.

Southview Educational Residential Provision ('The View') occupies the top floor of a purpose built building in Witham, adjacent to the main school in Conrad Road. The building has been specifically designed to accommodate all of the students' needs, and to make it the perfect place for the students to thrive and enjoy a wonderful residential experience.

The main aim of The View is to support individual students with a bespoke package which enables them to develop skills in preparation for their next steps and to become a confident and responsible member of our society. The View has been designed as an education intervention, to support broad targets and to work with the specific needs and requirements of all students. A placement at The View is designed to provide early intervention enabling students to develop individual skills, promote change, build confidence and open up more opportunities for their future. The model is deeply rooted in making progress that is meaningful for the students and their families by supporting them to have greater autonomy and gain confidence to influence and shape the future with their children. Families are to be supported to work with and understand future provisions and other providers, and to receive specialist advice. There is a commitment to enable the voices of all stakeholders to be heard and recognised.

The View was set to open in 2 phases for the 10 bedrooms. It was explained that phase 1 will see 5 bedrooms be accommodated for the planned opening (February 2024), and then the opening of the other 5 bedrooms in phase 2 after the first school year around September 2024. As things stand at the time of this visit, the Head of Care explained that 3 of the cohort that had been on roll when I last visited have now ceased boarding, with one remaining on the boarding roll for this term. The process of gathering the views of the boarders and their families had given rise to some very positive feedback (covered elsewhere in this report). 2 new boarders have started attending and 1 was due to start the following week. The plan is that this number is set to rise this term to 5 boarders.

The projection is that numbers will stay at a maximum of 6 for the duration of this academic year. The aim then is that numbers will rise to 8 at a time boarding from September 2025. This is not now projected to be happening as the needs of students that are likely will need greater needs met. To support boarding for 8 students will only be viable if needs were lower than is projected in the planning.

This term saw me visit on a Tuesday afternoon in the penultimate week of the term approaching the May half term break. It was explained that there is a current cohort of 3 boarders attending the Residential Service, with one further prospective boarder attending extended afternoons. One of the boarders is a former boarder that has returned to support the end of their school placement and promote the skills that have been developed remaining in place. The circumstance and current position for each is explored lower in this report in the consultations section.

The Head of Care also explained that staffing is solid, and although one team member has given notice, this is for career enhancing reasons and a recruitment process is underway for a replacement staff member. The longer term planning exercise that I referenced in my last visit is detailed below and I also undertook a detailed reflection/consultation with the Head of Care related to the next steps and future development of the Residential Service in the context of impact data and statistical evidence. This visit saw me spend time in the boarding house area, reach out and speak to the parents of two of the new boarding cohort as part of this visit, and the details of my discussions are included as a further consultation below in the text. I also undertook all aspects of the Mandatory Checks required of a Standard 3 visit.

Areas requiring action from previous visit	
Action Point from Previous Visit	Provider's Response and Verification in this visit
<u>Completion of the Profiling exercise</u> For the Head of Care to complete the profiling exercise as started to enable informed decisions and scheduling to take place for who can and should experience the View.	<u>Update and Verification in this visit</u> This was discussed in detail and is captured in the consultations section below.
<u>Sharing of the forward plans for 2025-26</u> For the Head of Care to have the next phase of forward planning available during my next visit in term 5.	<u>Update and Verification in this visit</u> As above, this is detailed in the consultations section below.
<u>Overall response from the key Leaders related to the above:</u> <u>Head of Care:</u> Thanks Mark for all your feedback and recommendations to improve The View. It was good to share with you our plans around our new admission plans for the next School year and how this will be managed and organised. The kind feedback you have given about your observation of the Breakfast period is very reassuring for us as a provision as we strive to make their time at The View 'purposeful' as possible. It is also reassuring to hear that our parents are seeing an impact back at home as we want the skills that the students are learning here at The View, to also be brought home and be impactful there. I am very happy with the direction we are going and the Staff team are all doing a great job in promoting The View's ethos around the School. <u>Headteacher</u> Thank you Mark for your detailed report. I would particularly echo the reflective practice now embedded in the leadership of The View and the constant striving to ensure the provision is the best it possibly can be. We have now	

formally adopted the Diamond Model to inform and support practice and this has been very positively received. The planning arrangements from September are very tight which allows for a thorough and bespoke package to be put into place for students, together with all the necessary medical training and support our students need.

Evaluation by Independent Visitor after this visit

The information shared in the feedback above has been built upon most strongly between visits, and I am confident that the details of the consultations below illustrate the high standard of care on offer. There is also a very real determination on the part of the leadership to maintain momentum in the way data is being generated related to the power of the View to support students strategically from the school cohort, and to add to an already impressive data rich evidence base showcasing impact upon targets, and hence upon EHCP Outcomes and life skills in a very real way.

Mandatory Areas for Standard 3	
Topic	Comments
Records of attendance/ exclusion/ missing episodes 20.9	The Head of Care explained that none of the boarders have been missing or excluded from boarding since my last visit in term 4. The attendance at school for each current boarder is detailed as; JB – 94%, XCW – 100%, CF -100%. This once again indicates a positive picture overall given the complexity of some of the boarders' situations. The overall attendance average for the boarding cohort is therefore 98%, which is very healthy as an indicator of impact.
Complaints 19.1, 19.2, 19.3	Once again, it is clear that the detailed planning that takes place to support boarders makes the likelihood of complaints very low. There have been no complaints since my last visit in term 4, and the parent feedback that I received as part of this visit very much verifies this.
Sanctions 20.6	During this Standard 3 visit I enquired about this aspect, and it was confirmed that the event that was reported upon in the last visit in term 4 has been reflected upon without repeat by the boarders in question. There have been no further events that have required such action to take place.
Restraint (including restrictive interventions) 20.3, 20.4, 20.5, 20.6, 20.7	As I have detailed previously, the care and support in place at the View is a result of careful information gathering and knowledge of the boarders' needs. Targets are then based upon these considerations, and the circumstances where a restraint will be required are very unlikely. There continue to have been none at all since the View opened.
Placement Plans 7.2 Risk Assessments Appendix B (11,16)	During this visit I examined a sample of the current boarders' plans alongside the Head of Care, and I was once again impressed by the high level of detail in all of them. The two newest boarders have some very complex needs and these are all very fully met. The returning boarder's targets have been adjusted to align with the current situation and all have clear and simple assessment of risk running through them as well. I remain very impressed with the way the staff clearly know all boarders' needs well, and use the resultant plans and targets to support them fully.

How well Children and Young People are Safeguarded.

During this visit the Head of Care and I considered the method of gathering information for each boarder as a part of the profiling exercise detailed in the consultations section. The Head of Care explained that CPOMS trawling is a key part of the information gathering that takes place, and all issues are considered when compiling targets and assessment of risk. There have been no incidents that are worthy of referral externally and no internal safeguarding concerns since my last visit in term 4. We reviewed the events recorded in CPOMS for each boarder as a holistic overview, and it was clear that this has been factored into the planning for each when setting up the placement plans that are in use. I remain of the opinion that safeguarding underpins everything that takes place at Southview.

Suitability of the building, furnishings & external environment.

The Residential setup remains a very well organised and maintained environment. It is spotlessly clean, spacious and well equipped for the boarders. It was clear from the plans that I reviewed in this visit that contact with families is used to make sure that any equipment that is helpful is in place. In this visit this has seen a sensory room added to support one of the boarders' needs, and there have been a few other adaptations to see the needs of the current boarders met fully. Lounge 2 has been made more spacious and open, a new washing machine has been installed to support key life skills for the boarders and the additional space, and adaptations are supplemented by a range of resources that are in the View for each of the current boarders to use. It is clear that the use of the space is targeted at support.

In addition, the proximity of the swimming pool underneath the View was in evidence in this visit as the boarders were all set to engage in this later in the day after my visit. The view retains its new quality and is very well suited to the needs of the boarders through staff diligently using the planning documents and information to see it pivot to be so.

Thematic Areas

Standard/SCCIF Reference	Evidence / Observation
	None undertaken in this visit.

Consultations Supporting this Visit.

Under Standard 3 this is stated as meaning that conversations with children, senior management team, staff and parents/carers and social workers, where relevant.

Consultation with the Head of Care.

The Head of Care and I discussed a range of areas during this visit as summarised here:

(1) Longer term planning across 2025-26

- The Head of Care shared a document that details the care being taken to plan the intervention of the View for a wide range of pupils from across the Southview School roll until the summer of 2026. It was clear that there is a strategy in place to enable learners to experience multiple stays at the View and demonstrate lasting impact on skills as a result.
- The yearly plan model makes very clear that the staffing needed for the boarders is being considered as well. This is seeing terms when higher need boarders are due to stay have slightly lower numbers, and one term in particular is set to see members of the highest need class in the school afforded the opportunity to board.
- This strategic approach is extremely well thought through, and will give boarders the chance to stay alongside familiar peers.
- In addition to this, the methodology of staff accessing the school to get to know boarders before they board is set to be maintained as the default method. This has worked very well this term and as such is a sensible and impactful choice.

(2) Profiling of Learners/Boarders

In a further innovation, the Head of Care shared documents detailing the way that profiling scoring is being used for all potential and actual boarders to develop an overall profile for impact to be seen. This contains input to a simple 1-5 scoring system from the EHCP, Parents, Teachers, Medical Staff, Therapists and Professionals. This links to the diamond model approach that is now in place for holistic development. This was discussed in the visit and is designed to see learners empowered to develop greater life skills and have new experiences. It is very closely built upon the EHCP outcome targets that exist for all boarders and leads seamlessly into detailed data rich planning and evidence of impact (see below*).

(3) Data and Statistical Impact Evidence

The Head of Care showcased developing statistical evidence of the completion rates for targets. This was discussed and I made a few suggestions as to how this can be presented to illustrate the real impact of staying at the Glen, as well as how this data can be used to inform future planning for each individual student's ongoing skills development, and plan for the wider impact of the View upon the school cohort. This is extremely innovative work that is coming together and illustrates the high quality work that is ongoing in a range of ways. Initial projections indicate that well over 90% of targets are met or partially met, and this data can be used in a range of ways that we discussed in the visit.

(4) Individual Plans for Current Boarders

The Head of Care and I discussed the plans that are in place for each boarder in depth, and the detail that was explained for each illustrates how much care is taken to get the planning correct and bespoke for all once again. This is connected to the profiling system detailed in point (2) above, and means that the care plans that exist are constantly evolving in terms of their use, as well as providing the evidence base for impact that is discussed in (3).

Several of the needs of the newest boarders have seen staff require additional training and this has been undertaken. The bespoke fashion of the work being undertaken has led to the very fulsome praise being lavished on the service by parents below, and I have commented upon the boarders' enjoyment of boarding itself below as well. Each boarder's plan and projected journey was discussed in detail and it is clear that the View is a crucial part of the next steps for all, even though they are at very different stages. The prospective new boarder that is engaging in extended evenings was also included in this, and it was explained that this learner will likely be a boarder by the time of my next visit.

(5) Staff Reflection

As part of the time I spent in the View in this visit, I was able to speak to a staff member that operates as a lifeguard, and the feedback over the View was such that there is a great degree of understanding of the needs of each boarder, and that seeing the difference in presentation of the learners in boarding is heartening. It was commented that every minute has a use and it is an impressive setup. I concur with this view.

(6) Collaborative work alongside Lexden Springs School

The Head of Care explained the connection to another school in the same trust and how he and the Head of Care there are enjoying a shared and reflective piece of collaboration. This is beneficial to both and is helping both provisions to become more strategic in their work.

Consultations with parents of two new boarders

In the days that followed the visit I spoke to two parents of recently started boarders and captured their views after a few weeks of boarding:

- The first explained that the boarder is 18 years old and that other than some periods of respite, this is the first residential experience for the boarder and the family.
 - The parent explained that meeting needs at home has become increasingly challenging and that boarding is a part of a longer term plan to expand skills, peer engagement and interaction.
 - The parent reported that this period has seen the boarder asking for peers more than ever before, and as such feels that it is successful so far.
 - The parent reported that feedback is regular and that the use of class dojo has been useful.
 - The boarder has been staying 2 nights per week, but there are plans to increase this.
 - The parent expressed no concerns over the View's work and feels that good working relationships have been established with high quality planning, attention to detail and very good response to contact.
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- The second explained that at 17 the boarder has been attending Southview school for 14 years and this is the first boarding experience of any kind.
 - The decision to access the View came about as it is a fairly recent offer from the school, and the boarder was felt to need access to a setup where greater independence was possible, as well as separating from Mum in a way that can support stepping towards residential life as an adult in time.
 - The parent reported that the setup has been in place for just 3 weeks, but the impact and turnaround has been very clear.
 - The parent reported a drop in separation anxiety, an increase in the quality of sleep, and doing more things for themselves.
 - In addition, the parent commented that the increase in frustration and lashing out that had been noted prior to starting boarding has reduced and the whole setup has been a great help to the family dynamic.

Both parents reported that staff have been extremely helpful and the praise offered for their work (especially the Head of Care as a leader of the operation) was extremely positive. In conclusion one parent stated 'we don't know what we would have done without it!'. High praise indeed that the staff should be proud of.

Time spent in the Residential Environment with Staff and Boarders

During this visit I spent time with all 3 current boarders in the lounge area. The returning boarder was very pleased to see me and shared recent events related to some surgery that had been undertaken, as well as exam revision and being excited (although a little apprehensive) about moving on to college soon. The erudite way the boarder interacted with me speaks volumes for the impact on social skills that the View has had for him. He shared a loss in the family with me as well and has developed a very full set of communication skills that he used very effectively. We parted looking forward to catching up again in July.

The other two boarders are just starting out on their boarding journey and met me for the first time. Communication needs are very different to the other boarder, but both greeted me in their own way and I spent time observing the staff responding very well to their needs. The staff are extremely attuned to the communication style for each (one using a 'now and next' planning board, and the other a Makaton setup), and I noted both of these in constant use. They are both systems that are used in school and home and this alignment is important (and has grown from the profiling and information gathering that I have noted above).

As a result of the implementation of all of the information into a co-ordinated structure, the View was a thriving family atmosphere whilst I visited and saw attentive staff that clearly understand the needs and communication methods for all of the boarders. This was an inspiring visit where I could see all of the organisation come together in practice.

Summary of Visit and Quality of Provision

This visit illustrated to me that the quality of the provision at the View is extremely strong, but that beyond that, the systems that underpin it are innovative and constantly subject to review. This is a hallmark of the highest standards being built upon and bodes extremely well for the future.

I continue to be impressed by the willingness to accept critique and resolve as many families as fully as possible in the short, medium and longer term. I congratulate George and the team on the results that are evident already and look forward to adding greater depth and breadth to this as time passes. My thanks to all boarders and staff for their warm welcome in this visit and I will see you all very soon.

Name: Mark Goode

Date: 22/05/2025

RECOMMENDATIONS AND/OR RESPONSE FOR THIS VISIT

Actions	Comments from Provider	Expected Completion Date
<p><u>Impact Evidence</u> For the Head of Care to consider the feedback shared in this visit related to the data of impact, and its use.</p> <p><u>SCCIF (Outstanding Criteria): The overall experiences and progress of children</u> Research-informed practice, some of which may be innovative, continues to develop from a strong and confident base, making an exceptional difference to children's experiences and progress.</p>		

Head of Residential Care's Comments

Thank you for visiting The View and meeting our new students for the Summer term Mark. It is reassuring to hear the positive impact we are having on our students and this being echoed by the parents. We are constantly analysing and reviewing our targets and achievements that we are setting out for our students. We have worked out a statistic from all the outcomes of our students and this has given us a good indication on where we are at, as a provision for meeting Students targets.

It was also good to go through our new admission/planning procedure for each of our School years. This has been carefully thought through to make sure we are grouping together the right students and putting in place the right support/training before a student joins us at The View.

We look forward to seeing you again soon Mark and catching up on how our students have been after their stay this term.

Name: George Walklett

Date: 02.06.25

Head Teachers' Comments
Thank you Mark for your positive comments and your comprehensive assessment of The View. It is particularly encouraging the positive experience (and impact) shines through for both our students and their families; the in depth knowledge our staff have about our students and families is a very clear strength of the provision. Carol and I will be conducting an 'Ofsted ready' assessment this term and we are currently recruiting to increase the staff team and provision as a whole.
Name: Julian Cochrane
Date: 04/06/2025

Formal Response from the governing body, trustees, or proprietor of the school
Another positive report, thank you Mark and I echo the comments made by George and Julian. My visits to The View demonstrate the positive interactions and impact the provision has.
Name: David Beardwell
Date: 03/06/2025