



Head Teacher Report

Southview Residential Special School – The View, February 2025.

Julian Cochrane- Head Teacher

David Beardwell – Lead Academy Advisor (formerly known as Chair of Governors)

This report has been compiled in response to National Minimum Standards for Residential Special Schools. Standard 3.4 requires:

The Head Teacher (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:*
- *it's Statement of Purpose;*
- *it's 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.*

Where appropriate such a report may be incorporated within a review of the whole school.

Head Teachers assessment and overview of the past year:

There have been many achievements for The View over the past year and I believe the staff involved should be proud of the impact their input has had on our children, students and families. As stated consistently in the Standard 3 Visit Reports, the provision is well run and managed and, on the whole, the results for children and students, and their families, has been overwhelmingly positive. The View is led by a Residential Lead who takes responsibility for the day to day running and management of the provision. This role is supported by two seniors (one for each team), who manage a team of Residential Workers. Strategic oversight of the provision is managed by the Head and Deputy Head Teacher, who report to Academy Advisors (formerly Governors) and Trustees, with one Academy Advisor having overall responsibility for oversight and reporting. We have strengthened this oversight by developing our 'Scrutiny Group' comprising of school leaders, an external advisor, and it will be further developed with representation from an individual with expertise in social care. Leadership and Management was judged to

be 'Outstanding' by Ofsted in October 2024, and the provision was judged to be 'Good' overall.

A comprehensive development plan is in place for The View, but in brief, our developments over the next year will be:

- To embed the 'Diamond' model of Social Pedagogy (DMSPed) to support and inform practice.
- To develop and embed a profiling proforma to ensure children/student's needs are rapidly identified in a residential context, and peer groups can be set appropriately, together with any additional medical/moving and handling needs and training requirements.
- To enhance and streamline the planning process so we can take a longer term view of annual planning for children/students joining The View. This will facilitate the procedure for securing the appropriate training from external providers.
- To review and update the Statement of Purpose to reflect the above developments.
- To include the two Senior Residential Support Workers at an earlier stage in the planning/information gathering process.
- To give students and children the opportunity of running their own after school club each Wednesday afternoon/evening.

I consider we have appropriate funding in place from the Local Authority to support The View and how we run it to achieve the desired outcomes for our children/students and their families. Staffing levels are appropriate to meet needs, although if we are to increase the cohort numbers, additional staff will need to be recruited. Financial provision has been made for this so there is no requirement to secure additional funding. The Local Authority has supported the commissioning of additional therapeutic/medical input, and we expect this funding model to continue.

Our internal staffing structure is as follows:

Head Teacher – strategic overview and management/development of the provision. Reporting to Academy Advisors and Trustees.

Deputy Head Teacher - strategic overview and management/development of the provision and immediate line management of the Residential Lead.

Residential Lead – day to day management of The View/strategic leadership.

Senior Residential Workers (X2) – 'shift' management and logistical arrangements for the shifts. Supporting and working with students and children.

Residential Workers (X6) with one individual taking a particular responsibility for students/children's mental health and wellbeing) - Supporting and working with students and children.

The Deputy Head Teacher meets regularly (at least bi-weekly) to review provision with the Residential Lead and to ensure the provision is fully compliant. Regular review meetings (at least half termly) are scheduled between the Head, Deputy and

Residential Lead, and a recent development will be to include the Senior Residential Leads in some of these meetings. In addition to the Standard 3 visits and the Independent Visits, the Chair of the Academy Advisors is a regular visitor and spends time with the Residential Lead and cohort during the evenings. The Academy Advisor also comments on the Standard 3 Reports.

There is a wide range of activities for the students and children to engage with, all in line with 'making our children's worlds bigger', promoting independence and the key strands of our Diamond Model of Social Pedagogy (DMSPed). We have recently enhanced the training for two Support Workers to include a lifeguard accreditation which means the hydrotherapy pool can be used as a regular evening activity on a more flexible basis.

Whilst under constant review, this report will also be used by the Head Teacher and Deputy Head to comment on whether or not the standards are 'Fully Met', 'Attention Needed', 'Not met'. It is worth noting that the school views these standards as a minimum starting point, and in many cases will build on and exceed these requirements. Much of the evidence to support these judgements can be found in the evidence folder held by the Residential Lead and the Deputy Head Teacher.

National Minimum Standards

Part A: Governance, Leadership and Management

The leadership and governance of The View, and the wider school, are successful in creating a culture in which young people make significant progress against the written intentions of our short-term education intervention. Lines of accountability across the View and the school are clear.

Protocols/documents supporting leadership and compliance include:

Statement of Purpose – Clear aspirations/targets for The View

Placement Plans- linking in EHCP targets to aspirations in The View

Teacher's referral meetings demonstrating the 'joined-up' approach between The View and wider school.

Safeguarding links between the settings

The View is a standing item on the LAC and Trustee agendas and the Head Teachers termly report.

Standard 1 - Statement of principles and practice

The Statement of Purpose is updated regularly every term by the Residential Lead and is published on the school website. In regular open evenings with parents and students, the Statement of Purpose is shared and explained allowing discussion and any questions to be answered by the Residential Lead. The Residential Lead has also spent time with teachers explaining the main principles of the Statement of Purpose and how they play an important part in the setting up and monitoring of a

student's time in The View. The Student guide (an abridged version) is given to the students on home visits.

The Statement of Purpose details level of support given to our students. Training reflects the main principles of the school and is the same offer given to our day Teaching Assistant's. A new version of the Statement of Purpose was updated in May to include a new offer for our College students to fully prepare them for their journey after Southview. The ethos, practice and expectations which are set out in the Statement of Purpose mirror those of the culture within the school.

Standard 2 - Leadership and Management

The Lead Academy Advisor visits every term and fills out a feedback form regarding students welfare and safeguarding. The Lead Academy Advisor also comments on Standard 3 Reports, along with the Head Teacher. There are weekly meetings between the Deputy Head Teacher and Residential Lead.

The Residential Lead has a set agenda for the Academy Advisors meetings and gives an update on the provision as well as discussing the National Minimum Standards and the Statement of Purpose.

The termly audit undertaken by our Standard 3 Independent Visitor has been used to identify actions which are set out in the development plan which is regularly updated by The Residential Lead and Deputy Head Teacher in weekly meetings.

In order for there to be a mutually supportive, and to reinforce the approach between the School and the Residential, there are a number of meetings and systems in place to ensure that all the needs of the child are met in a consistent way. These include staff meetings, termly teacher meetings, use of referral forms, input into the EHCP, liaising with intervention staff and in particular communication team and our Personal Assistance Manager. On inset days The View staff take part in training and have the opportunity to speak to class teachers and staff as well as take advantage of the 'collapsed week' at the start of each term to further enhance training and knowledge of the cohort.

Standard 3 - Monitoring by independent visitors

An independent visitor has been set up through Platinum Care. All checks have been carried out in line with the schools safer recruitment policy and entered on the Single Central Register.

Both the Head Teacher and Lead Academy Advisor have commented on the reports.

Standard 4 – Inclusion, equality and diversity

The View takes pride in being fully inclusive and follows the same policy as the school, where additions have been made to reflect a residential setting.

Standard 5 - Records

All students have their own individual file which is kept centrally in a locked cupboard within the school. These files contain records around their health, education and welfare. These files are available for Residential Lead and key staff to access at any time. In addition to this each student has a care plan outlining their condition and any medication, equipment and manual handling they may need which is transferred to The View. This document is updated by the Personal Assistance Manager in conjunction with relevant medical professionals. The Personal Assistance Manager works closely with the staff from The View and leads on appropriate training for staff.

Standard 6 – Admission and induction

There must clearly be an identifiable academic need for a residential placement to be offered which will be reflected in the application and admission process. (Please see Statement of Purpose) Parents/Carers/Guardians need to be fully invested and available to always work in collaboration with the residential staff team. Residential and school staff work closely together to identify students for each term and the Residential Lead develops a yearly plan of students accessing The View. There is a newly introduced programme of student profiling to identify any training and transitions needed for the students. There is also an eligibility criteria, which is clearly outlined in the Statement of Purpose.

Standard 7- Placement planning and review

Each student has a holistic placement plan to include promoting their welfare by meeting their day to day needs, how these will be met and appropriate risk assessments. It will also set out their own targets which are monitored by staff, students and their families. The reviews of each of the student's targets/plan happens every two weeks between the student and their keyworker. Parents and Carers (and students themselves where appropriate) play a key role in monitoring and developing targets and there are comprehensive communication protocols in place.

Standard 8 – Transition and Preparing for Adulthood

The View has an individualised plan called the Pathway Journey for each student. The pathway evidences examples of what the students have achieved with their targets towards independence. These targets are created with joint input by parents, teachers (EHCP targets) and the student themselves.

A careful transition plan is individualised for each of the students' needs by our planning forms that form part of our admission procedure.

Standard 9 - Residential accommodation

The View occupies the top floor of a purpose built bespoke building, adjacent to the main school site in Conrad Road. The building is above the schools 'upper school provision' catering for secondary aged students and is the perfect setting for our students to thrive and enjoy a wonderful residential experience.

Standard 10 - Personal possessions

Students sometimes bring valuables such as pocket money or electronic devices and mobile phones. Students have a lockable safe (keys are held by the student and staff) in their bedroom and are encouraged to take appropriate care of their possessions. Students are encouraged to wash their own clothing and take care of their room and the wider setting as part of our pathway plan to independence.

Standard 11 - Provision and preparation of food and drinks

All staff have their food hygiene certificates and The View uses the same policy as the school with the food and nutritional standards.

Before a student starts at The View, we gather information at the home visit about any dietary requirements and preferences a student may have. This is updated in their Care plan for staff to be aware of.

Standard 12 - Health and wellbeing

The health and general wellbeing of our students is of utmost importance and forms a fundamental part of the planning and ongoing support we give our students. We meet all the health and wellbeing needs of our students by following the student's care and health plans, as devised by relevant healthcare professionals. These care plans form a fundamental part of the home visit and general planning arrangements and are enhanced, along with any relevant training, to include any relevant information pertinent to an overnight stay.

There is a close relationship with the schools current provider (Provide) to ensure all students have the appropriate care in place and additional training is commissioned by the school to facilitate training.

Standard 13 - Safeguarding

The View uses the same safeguarding system (CPOMS) as the school to make sure there is consistency between the settings. The Residential Lead is also a Deputy Designated Safeguarding Lead, trained to level 3 (DDSL) and is involved with all of the schools' safeguarding meetings. All staff follow the policy and procedures put in place for child protection and policies are adapted (or at least recognise) the role of The View. All staff have level 2 safeguarding training.

Standard 14 - Safety of children

The school and residential have a common Health and Wellbeing policy that is understood and actioned by all residential staff. All of the residential students have individualised risk assessments, which are reviewed each term.

Standard 15 - Fire precautions and drills

Each student has a PEEP (Evacuation plan)

The View also has termly fire drills and night drills, this is recorded in the fire safety folder.

The View also has a fire risk assessment for the premises, these are assessed annually.

Standard 16 - Contact with parents/carers

The View uses Class Dojo to contact parents to give them daily updates. Class Dojo is also used to upload daily photos for parents to see what their child has been doing at The View.

Students can contact their parents at any point and use either The View's mobile (on speaker) or use the iPad for FaceTime to support students who are pre-verbal. There are regular meetings with parents prior to and following a student's stay in The View. Parents' views and feedback are very much encouraged as an ongoing process and this is very much a strength of the provision.

Standard 17 - Individual support

Each student has a keyworker who they can talk to about concerns, plans and aspirations. Students have a two weekly review with their keyworker. All staff have training around safeguarding and CPOMS so they know what to do if a child approaches them with a concern.

The View also has an 'Independent Person' who leads another school based provision in Essex. She visits the students termly and speaks to them confidentially about their experience and any concerns they may have.

There is also a complaints and advocacy section added to the Students guide.

Standard 18 - Securing children's views

The Views Placement plans have a two weekly review section where students can talk about any concerns they may have with their keyworker. Students also have the opportunity to make their views known about what their targets will be and what they would like to work on, before coming to The View.

The View always collectively has joint decisions with all students each week on meals and activities planned.

Feedback forms are also completed each half term by students and if any concerns arise, the Residential Lead speaks to them about these matters and takes appropriate action.

The View supports students with different communication needs and has training and resources in place; open communication is very much part of the culture at The View.

Standard 19 - Complaints

The Residential Lead has a complaints log that is used if any written or verbal complaints are made which will identify, track and provide outcomes for any issues

raised. Complaints may be received verbally, in writing or by use of the complaints box just outside the office. Complaints may be received by the students themselves, families, staff or other appropriate people.

The View and school has a complaints policy that all the staff read in the policy's folder as part of their induction.

The Residential Lead and Deputy Head Teacher will monitor any complaints to ensure appropriate action and consider any emerging patterns.

Standard 20 – Promoting Positive Behaviour

The View is committed to promoting positive behaviour and maintains high expectations for all individuals involved with the service. All staff are trained in de-escalation procedures and are familiar with behaviour management plans, which are adapted, as necessary, to reflect the residential setting. Staff are also trained in positive handling procedures, which are employed as a last resort. The View has established behaviour policies, which staff are required to implement as needed.

Staff are expected to model consistent positive behaviour and act as role models for students. The introduction of the Diamond Model supports this approach, underpinning the ethos of The View by promoting positive thinking and self-esteem. Staff incorporate the Diamond Model into their daily practice.

The View maintains a consequence log, where consequences for negative student behaviour are recorded. These are monitored by the Residential Lead.

Formal half-termly meetings are held with all staff to discuss student behaviour, address concerns, and share strategies. The Residential Lead also communicates any relevant issues at regular Designated Safeguarding Lead meetings to ensure a consistent approach, and that appropriate information is shared between the school and The View.

Staff utilise the CPOMS system in the same manner as the school, ensuring consistency across both settings.

Standard 21 - Preventing bullying

The View shares the Schools policy on bullying and implements effective anti-bullying strategy. All incidents of bullying are reported on CPOMS and are dealt with quickly and effectively. The View recognises with students staying overnight, the risks may be different to a school day setting and staff are trained to recognise bullying and take appropriate action in accordance with the schools' policy.

Standard 22 Promoting good relationships

Students are supported to develop good relationships with other students and staff. One of the independent skills The View works on is the social skills of the students and promoting group activities.

The View also has a Sex and Relationship policy, which encourages staff to think about students at risk and know the appropriate action for reasonable steps to prevent unhealthy relationships if they have a concern. At The View, we develop positive, supportive, trusting, authentic relationships with our children and students and their families. We will bring our personal experiences to this whilst respecting professional boundaries; this is a fundamental cornerstone of our Diamond Model.

Standard 23 - Activities and free time

Students are encouraged to fully engage with the range of activities on offer and try new things. We recognise this helps to develop emotional, creative, social, physical skills and independence skills which support the ethos of our Diamond Model. All activities are risk assessed.

Students have access to a range of activities and can make decisions on what they would like to do. For example, one of our students independently accessed a local youth club whilst others have used public transport with appropriate support.

Student's EHCP and The View targets are linked and activities are used to support these targets. The View uses school facilities for certain activities such as the pool and the immersive room. At The View, we believe our children and students should have happy, positive and enriching experiences. We have a range of timetabled activities, both internally and externally to support this, which is part of our Diamond Model ethos.

Standard 24 - Staff recruitment and checks on other adults

The Residential Lead, Deputy Head Teacher and Head Teacher all carry out shortlisting of candidates and interview shortlisted candidates together.

Staff involved in the recruitment process are safer recruitment trained and very experienced with recruiting the quality of staff needed. Once a successful applicant has been offered a position at The View, the School has robust pre-employment process in place to include social media checks, an enhanced DBS check, references and overseas checks are carried out if they have been living abroad during the past 5 years. This process/associated paperwork is reviewed by office staff and audited by the Residential Lead. All staff have a comprehensive induction programme to include Level 2 safeguarding training.

In the visitor policy, we make sure all visitors visiting The View are kept under staff supervision.

Standard 25 - Staff deployment and supervision of children

Staffing ratios are a key part of the admissions planning for each student and are dependent on individual needs. This is confirmed by the admissions process, student profiling process and long term planning.

The View has staff employed only by the school itself and does not have an intake of agency staff. This is so the students always have a familiar face to support them and staff who are employed by the school are familiar to the school practice and procedures; we believe this gives the best outcomes for our students and families.

Each staff member undergoes a comprehensive induction period (and six month probationary period) during which they receive both online and in-person training. Senior team members are responsible for overseeing the welcome pack for new staff, which contains essential information about The View, serving as a reference for ongoing learning and development.

The staff deployment strategy is designed to ensure continuity of care for individual children, while also maximizing the children’s ability to choose their preferred staff members for personal care. This approach is in alignment with the Frazier Guideline and the principles of Gillick Competency.

Standard 26 - Staff Supervision, Training, and Support

All staff members have completed both online and face-to-face training. The online training is provided through Careskills, and staff have also participated in the school’s in-house training program, which covers key areas such as medication management, safeguarding, moving and handling, and Makaton.

Staff receive half-termly supervision sessions, during which an action plan is developed to set targets aimed at improving their practice and professional development. Senior staff members are trained to conduct these supervisions.

Staff are provided with information on the practices and models employed at The View to support students, specifically the Diamond Model. This information is included in the staff welcome pack and is further discussed in staff meetings. All staff have achieved, or are working towards, a level 3 qualification in Residential Child Care.

Qualified moving and handling instructors from the school are available to support staff when a student first joins The View, addressing any questions or concerns related to the students' care plans. Additionally, The View collaborates with the communication team, who create storyboards for students who face communication challenges. The View also benefits from the support of a dedicated nurse from Provide and the school's Personal Assistance Manager.

The View maintains close collaboration with the school's staff to ensure continued support for students, utilising their experience in providing day-to-day care.

Standard 27 is not applicable as we have not appointed Educational Guardians.

Assessment against standards by the Head Teacher

Standard number	Assessment	Notes/follow up actions and planning
1	Fully Met	
2	Fully Met	
3	Fully Met	
4	Fully Met	
5	Fully Met	

6	Met but Attention Needed	The student profiling protocol needs to be imbedded.
7	Fully Met	
8	Fully Met	Note: monitoring will be in place to track students post Southview to record their living arrangements.
9	Fully Met	
10	Fully Met	
11	Fully Met	
12	Met	Ongoing discussions with the LA on securing a consistent funding structure/protocol.
13	Fully Met	
14	Fully Met	
15	Fully Met	
16	Fully Met	
17	Fully Met	
18	Fully Met	
19	Fully Met	
20	Fully Met	
21	Fully Met	
22	Fully Met	
23	Fully Met	
24	Fully Met	
25	Fully Met	
26	Fully Met	

Next Steps Development Summary:

Please refer to specific actions identified as well as The View development Plan.

