



Southview Educational Residential Provision 'The View'

Statement of Purpose:

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INTRODUCTION

Introducing 'The View'

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 our student's needs, making it the perfect place for our students to thrive and enjoy a wonderful residential experience.

Southview School provides an outstanding provision (Ofsted September 2022). During our first residential inspection (October 2024) the inspector commented that *'children make good and sometimes considerable progress in developing their independence, self-care, social and emotional management skills'*. *'They feel safe, secure and relaxed in residence. Children enjoy positive relationships with one another. Parents have strong assurances that the staff support their children's safety and well-being at the school'*. It was also noted that staff were 'instrumental' in supporting children's confidence around some of the anxiety experienced around social activities, and there was a *'strong collaboration between education and residential staff'*.

All students have a physical and neurological impairment and the school places a great emphasis on individual learning, as well as taking a holistic approach to each student's wellbeing and academic achievement. The work we do in The View enhances and develops these concepts, all based on our Diamond Model, enabling our cohort to maximise their independence, social skills and contribute to the transformational journey through the school.

The 'Flats'

The View consists of two mirror image flats both containing five bedrooms (two en-suite and eight with a 'Jack and Jill' bathroom arrangement between them), a communal lounge area, a kitchen/dining area and a 'snug'. There is an overnight oxygen supply in one flat for appropriate children/students to access.

The flats occupy the top floor of Southview College and are accessed by their own separate entrance and lifts. Whilst there are facilities on the ground floor, including a hydrotherapy pool, access to these facilities is separately risk assessed.

Each bedroom is completely self-contained and has an audible monitoring system in place. Personalisation of bedrooms to suit each child/student and mirror what is important to them at home is encouraged. Spaces throughout The View have been designed to reflect what is possible, or aspirational, at home or in supported/ independent living.

Children and students are encouraged to be involved in all aspects of life at The View including the preparation of meals, setting tables, washing up, tidying up and learning personal routines which will become part of their everyday life which they can transfer to different settings.

Student staying at The View

The students finish their school day at 3.15pm and are collected by a member of staff from The View who has a 'handover' with class staff. Evenings will consist of relaxing, working on their pathways, eating dinner together and crucially, having fun. Various activities, both inside The View, and external opportunities to engage with the local community and community resources, will also be available. Bedrooms will be able to be personalised by each student to make them feel more 'homely'.

AIMS AND OBJECTIVES

Our Aims for Students

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 towards becoming a confident and responsible member of our society. We use our Diamond Model of Social Pedagogy to underpin our work.

The View has been designed as an education intervention, to support broad targets and to work with the specific needs and requirements of our unique students. A placement at The View will provide early intervention enabling students to develop individual skills, promote change, build confidence and open up more opportunities for their future. The focus will be around teaching and embedding living and self-care skills, promoting greater independence and self-belief skills as well as preparing students for life beyond Southview. This work will be characterised by a strong partnership, working with the child/student's family and professionals, who will play a key role in shaping and planning strategies and outcomes.

The View will provide support for students to thrive in new places and settings, recognising their own value and finding ways of sharing this with the world beyond Southview. For older students it may provide a safe place to experience and experiment with skills to live successfully away from home. Depending on individual plans and goals, students may be supported to access the community, learning how to transfer their skills and widen their knowledge and understanding of expected behaviours, procedures and how to consider the needs of others within various environments. We will always endeavour to reflect any work at The View back into the curriculum, enabling students to practice and share new skills regularly and with different people. This also works towards enhancing the offer and extending possibilities in the long term.

We believe that in order for our students to have a successful and fulfilling life they need to be equipped with the skills to access and become an inclusive part of the wider world. Communication is key to this belief and is an integral and core part of our 24 hour curriculum. We prioritise the development of children's'/student's skills to communicate feelings, preferences or concerns; also to be able to manage change or tolerate a situation which is different or difficult for them. We strive to make it easier for them to enjoy a fuller life in a world where they can play a full and vibrant role in. Learning and interacting with and alongside their peers, understanding something of what others need and enjoying their company is a big part of this.

Spending time in the community, observing and following behaviours and procedures will help them to be more proactive when making informed choices and deciding what pathway they would like to take. By providing, each student with the means personalised to be the most purposeful will allow them to exercise as much control over their environment and experiences as they are able to.

REFERRALS AND ADMISSIONS

Stage 1:

Eligibility Criteria:

- Attendance at the school for at least one year prior to assessment for a residential intervention.
- Parents/Carers and families are committed to working in partnership and actively participate in an agreed plan to improve outcomes, which are continued and practised at home and supported into other environments wherever possible.
- The child/student will be over 12 years of age.
- The child/student will not present a risk to others that cannot be acceptably managed due to the social nature of the facility i.e. many spaces are shared with other students.
- There are clearly defined educational outcomes for the child/student (which may include the development of independent or supported living skills for older students).
- Parents/Carers are strongly urged to actively engage with visits and meetings prior to admittance and sign relevant paperwork before a child/student starts at The View.

Referral/Admission Process:

Every eligible student is profiled by the Residential Lead giving clear details and information which may include; medical needs, moving and handling, communication, behaviour needs, specific overnight needs; consideration is also given to peer groups. This enables the long term planning of places and the corresponding medical and therapeutic training to be in place. A range of resources are used to inform the profile, to include; care plans, EHCPs, behaviour plans and discussions with relevant professionals and information given by parents.

Teachers and the Residential Lead will meet at the start of every term to discuss possible students that may benefit from having the residential experience. Teachers will discuss different areas students may need to improve on such as independent skills or social skills. This may add to the profiling document. The Residential Lead, in conjunction with the two senior members of staff, will plan an annual admittance programme. This facilitates appropriate planning and delivery of the required lead-in times for training to cover medical needs, moving and handling and therapeutic needs or equipment. Student profile sheets are carefully reviewed by the Residential Lead and the Senior Support Workers when planning which students will be staying at The View for that school year. The profiles will be an 'organic' document which will be adapted depending on the needs of the individuals.

Stage 2:

All this is actioned with the student being fully part of the process (where appropriate) and there is the full support from the family.

Parent and Student Involvement/Agreement

Once a student has been identified and discussed with the Head Teacher and Deputy Head, the Residential Lead will approach the parent. Parents must be fully open to a discussion, and an exchange of information and questioning will take place about what can be offered and the potential benefits to their child. Following this, and where appropriate, there is a discussion with the student.

Parent and Student Visit

Parents and students are encouraged to visit The View before they stay as this could help reduce any worries they may have and gives the opportunity for either to ask any questions to the team.

Assuming all parties are in agreement, we will move onto setting targets and objectives.

Targets and Objectives Set

The Residential Lead will come together with Teachers and set out objectives and targets from a range of sources which may include; the EHCP, following discussions with the parents and students, curriculum based targets, therapy targets and social/independence objectives to facilitate a holistic plan. The targets will be mindful of the principles set out in the Diamond Model.

Another new feature to The View, as of September 2024, is that the Residential Lead will be working with students during the school day from College on a Thursday morning. This will give students an insight to what happens at The View and spend time getting to know the Residential Lead. The View understands that not every student will be able to commit their evenings and nights to staying at The View, this opportunity can give these students an insight to what The View experience would be like.

Visit by Parents with the Residential Lead and Personal Assistance Manager

A visit will take place, which is an opportunity for parents to see the facilities. Parents will be given consent forms to sign, a copy of a Parent's Guide, Statement of Purpose and Inventory List. This will also give an opportunity for the Residential Lead and Personal Assistance Manager to gather any more information the school may need about evening/night time support (medication, sleeping routines etc).

Stage 3:

Updating Care Plans and Health Plans

After receiving all the information from the parent visit, The Residential Lead will update all care plans and health plans, and in conjunction with the PAM, identify any issues pertinent to the residential. The care plans will have an added evening and night time section to the current school care plans.

Pathway Plan Set Up

Keyworkers will be allocated to the identified students. They will review the referral forms, care plans, profiling and assessment forms, placement plans, EHCP targets and set out a pathway plan which will be unique to each student. Students will also have an input to this planning, where appropriate.

Student Visits

Before their stay in the new term, students will have the chance to stay for tea one evening. This will be a good time to get to see what an evening looks like at The View and meet the staff.

The Start of Term

During the first week of every term, The View will not be operating, this is due to residential staff spending the first week of term in school getting to know the students, carrying out assessments, and undertaking any relevant training. Residential staff will work closely with experienced class staff to gain an even greater understanding of the children/students and their care needs.

How we prepare our students

Personal Items

We encourage students to bring in personal belongings from home to help them with the transition of staying away from home.

Students are encouraged to personalise their bedroom with suitable posters (to be put in wall frames provided) and, for example, photos, posters, teddy bears and sensory comforter. The View does not accept liability for loss of or damage to individual property and possessions brought onto the premises by a child/student or adult.

Care Plan and Risk Assessment

Every pupil will have a Care Plan and Risk Assessment which is shared with parents at the earliest opportunity and is regularly reviewed and updated as and when required.

Stage 4:**On completion of a stay**

The students will make sure all their belongings are taken home and the Residential Lead will feedback to parents about the experience.

Contact is made with the parents to obtain their evaluation, feedback, track next steps and to assess whether skills have been transferred and inform next steps. A feedback form will also be given to the student (where appropriate) and parent to complete.

CURRICULUM AND ACTIVITIES

The Residential Curriculum/Programme

The residential provision will be available for five days per week, Monday – Friday (four nights per week, Monday - Thursday) term time only. There will be a flexible approach to the length of any individual's stay, but the minimum stay will be half a term to ensure the intervention has an impact. It is unlikely that any one stay will be longer than one whole term time. This is to allow more students to be able to experience The View. It is feasible that children/students may spend more than one period of time at The View if deemed to be necessary.

The View will not be operating for students every Wednesday evening between the hours of 3pm-6pm as students will be attending, and where appropriate, helping to lead the After School Club. School staff will work with students from The View, together with the regular attenders of the club, and The View students will be given the opportunity to make decisions around activities, snacks, and will take an active part in running the club wherever possible. This will facilitate the development of independent and social skills in accordance with our Diamond Model, as well as reinforcing the close ties between the school and The View.

College students will be offered one term every year to stay at The View during their last 3 years at Southview College. The View experience will be imbedded into their current curriculum and will continue to build on their targets from each stay. To stay at The View will, therefore, prepare students for their next steps in their post College years and moving into adulthood.

The mix of children and students in residence at any one time will be carefully managed and the age, gender and needs of children/students will be taken into account.

At The View, we work collaboratively to bring the curriculum aspirations together in a seamless way to ensure the aims of the school curriculum are fully realised and no learning opportunity is missed. Priorities are identified within areas such as independence and social skills, emotional wellbeing, interactive communication and future aspirations. It may be appropriate for there to be a focus on independent living for some of our older students, and there will be flexibility within the curriculum to reflect this aspiration.

Wherever possible and practical, therapeutic and physical wellbeing will be practised and developed allowing our students to recognise the importance of keeping healthy and understanding what their bodies need in their everyday routine to maintain and extend their physical mobility.

Each student staying at The View will have an individualised plan which will be shared and monitored by both the school and residential team. The plan will encompass visions and priorities and put into place targets and strategies equipping them with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.

Since opening, The View has had 97% of students who have met or partially met their targets set.

There will be a clear handover at the end of school day to the residential team, with any information and updates shared to ensure consistency and continuity and to guarantee that each student has the best possible experience across the two settings.

Working in partnership with parents and carers is vital to ensure a shared vision - working on lifelong goals which can be replicated, established and developed further at home and beyond to ensure that the student has the best possible opportunities for future living.

Pathway Journey

The Pathway program is designed to help students acquire life skills needed for later life and evidence work they have completed on their targets. This can involve learning how to cook healthy, nutritious meals, budgeting, maintaining a home, and making sound social choices. Our approach is to give students the best possible chance of succeeding in life away from home by providing them with as many tools as possible. The pathway will evidence the targets that have been set for each student at The View. We incorporate the Diamond Model with the Pathway Journey to improve student's wellbeing and happiness, holistic learning, relationships, empowerment and positive experiences.

Each student will have their own Pathway Plan Journey and each key team will make sure that they are achievable and meet the needs of each student individually before work is commenced on the Pathway Journey. Staff will initially draft a plan using the Pathway template and then go through ideas made with the student and their parents before they start at The View.

In accordance with the empowerment strand of our Diamond Model the different areas of the Pathway Journey are:

- Health Needs
- Self Care and Social Skills
- Education, Training and Employment
- Emotional Behavioural Development
- Identity
- Independence

- Wellbeing and Happiness
- Holistic Learning
- Relationships
- Empowerment
- Positive experiences

Activities

As part of the Diamond Model structure in giving students positive experiences, there is a wide range of in-house activities, which are varied, and relevant, supporting students social, creative and independence skills. Students have access to some of the school facilities in the evening which include:

On-site Activities

- Art and Craft Club
- Sensory Activities in the Immersive Room
- Swimming
- Gardening
- Playing with toys and listening to music
- Sensory Garden
- Yoga

Off-site Activities

(Pocket money for some off-site activities will be required to participate):

- Youth Club
- Library
- Cinema
- Beach trips
- Social Interaction trips
- Community walks
- Bowling
- Local parks

Recording and Review

At The View we make sure that communication with the parents and school is constant and efficient. To communicate with the parents, Class Dojo will be used to send photos and messages to parents as The View understands that parents may feel anxious about their child staying away from the family home for the first time, and sending regular updates and photos will help reassure parents. The Residential Lead also makes phone calls to parents at the end and beginning of every week. Staff will be responsible for writing a daily file note (which will include night checks) and any incident reports that need writing.

As part of our review process at The View, both staff (Keyworkers) and students will spend time together every two weeks in reviewing how they are finding The View and how they are meeting their set targets. This is a good opportunity for students to express their thoughts and feelings.

Every term, families will be invited to spend time in the residential at separate times to spend the evening having tea, coffee and cake with their child. This gives the opportunity for families to see what their child is achieving in the residential and staff can work together with families to put into practice anything they may have learnt back to their home life.

Every shift, the Shift Leader/Senior Support Worker will complete a shift plan. This summarises the shift and makes sure that they have completed all tasks for each shift. A message book will be used at The View and staff will be encouraged to use this to communicate between the teams (as well as handovers). Staff will be encouraged to read the message book as soon as they arrive on shift and sign each message to say they have read the message in the message book.

THE TEAM

The Team

The team across The View will work with parents/carers to ensure there is a comprehensive exchange of information, and sharing of practice that evidently improves outcomes in all settings. Having a shared knowledge and understanding of what students enjoy and prefer and how they cope in a variety of situations will be crucial to make their plan work at the residential, school, home and out in the community.

There will be regular meetings between parents/carers, teaching and residential teams and other professionals in order to set up the most appropriate holistic plan for every student and to monitor developments and make changes where necessary. These are a working document, which are continually updated, shared with parent/carers and will form a section of their annual EHCP review. This allows a comprehensive exchange of information and improves outcomes in all settings. The residential team will be trained and assessed as competent to support all students and children with specific health, medical, communication and mobility needs as required in order to keep a consistent approach between home, school and the residential.

Students and children will be able to contact their parents/carers using a method of communication which is most suited to the needs of that individual. Staff will accommodate this and times will be discussed and allocated as part of the plan prior to their stay.

Headteacher – Julian Cochrane

Deputy Head – Carol Park

Residential Lead – George Walklett

Senior Residential Support Workers - Leannon Buy and Karen Bettis

Residential Support Workers –Sharon Chatterry, Abi Turner, Suzannah Boswell,
Katie Whipp, Charlotte Hearson and Molly Turner.

Mental Health Coordinator (The View) – Sharon Chattey

Residential Admin Assistant – Cobi Ashman

Link Academy Advisor (Governor) – David Beardwell (Chair of Academy
Advisors)

Mark Goode – Independent Visitor

Lucy Baines (Independent Person)

All senior staff report to the Residential Lead

All staff have regular supervision in accordance with national minimum standards.

Staff Responsibilities

The View will be led by a Residential Lead, with the Head Teacher having overall oversight of the provision. It is the residential staff's responsibility to ensure that all the needs of the students are met as detailed in their individual plans. Staff are specifically trained and equipped to fulfil this role and work as a team to make key decisions to ensure the safety of all our students are met at all times.

All staff will have an induction to the residential provision and the school environment as we recognise how important it is for them to have an in depth knowledge and understanding of not only the care needs of students but also the way they communicate and interact. This is crucial to our student's wellbeing and we expect all staff to use whatever system and strategies needed to communicate and interact with students effectively and consistently. Likewise, we expect our staff to be perceptive by spending time observing and tuning into each students character so that strong relationships are formed and students trust and feel safe to try new challenges and develop their confidence and personalities.

Staff will be able to recognise that the level of challenge to offer any student must be in line with what they can manage well and that a graduated approach over time is needed in order to benefit and embed new concepts. Staff will be expected to provide an environment where meaningful and proactive total communication is encouraged and rewarded wherever possible. Staff will meet regularly to reflect on what is working well and to implement any changes which may be needed to constantly ensure we are working towards widening each student's world and opportunities.

The staffing ratio in The View is high. Each student has a team of keyworkers operating on most shifts. Communication levels between keyworkers and other colleagues is high to ensure safe, consistent quality of care for each young person. The key working team meet on a regular basis to discuss and update risk assessments, Care Plan, Health Plan, progress toward the principles contained in the Diamond Model, Education Plans and their own Pathway Journal.

Staff Development and Training

An important part of the induction process at Southview is for all staff to take part in training which is essential to meet the needs of our students and which underpins the core values and ethos of the school.

All staff undertake mandatory training which includes:

- Safeguarding/Child protection
- Manual Handling
- Positive Handling
- Dysphasia Awareness
- Epilepsy Awareness
- Any other specialist training for specific medical needs – gastrostomy, suctioning, oxygen
- Total Communication
- Fire and Evacuation Procedures.
- Diamond Model training

All residential staff have enhanced DBS checks and will have, or will be working towards completing the Diploma (Level 3) in Residential Childcare after completing a 3-month Induction. Staff will all receive a welcome pack to which they would need to work on every shift and be supported by other staff to complete within the 3 month period. There will be regular checks (4 weekly) with the new staff by a supervisor to review their welcome pack.

STATUTORY OBLIGATIONS

Child Protection

It is our duty to protect the young people in our care. Staff are trained in Child Protection procedures and know that they have a clear duty to report any suspicions of abuse from any sector of the community (including colleagues). The school and The View report incidents and child protection concerns using CPOMS. It has been a conscious decision from the school's leadership to exactly align both systems to ensure information is shared appropriately between the two settings.

All staff follow the policy and procedures put in place for child protection. The Manager is also trained to Level 3 and holds the Designated Safeguarding Officer (DSO).

Anti-Bullying and Harassment

At The View we have a zero tolerance on any forms of bullying or harassment, including verbal, physical, and emotional and use of Cyber Bullying. We address bullying and harassment through PSHE and Citizenship curriculum during the school days. Students are encouraged to report any incidents immediately to a member of staff. All incidents are logged and dealt with appropriately. Minor incidents are dealt with in the residential and monitored by staff. Bullying in any form is not tolerated and

any student involved in bullying and unwilling to change their ways will be unable to participate in the residential provision. Students are encouraged to take responsibility for their actions.

Anti-Discriminatory Practice

We celebrate diversity at The View and aim to model tolerance of others to the student group. We have a multi-cultural staff team and do not discriminate between staff, service users, and their families or interested others. We will challenge any racism or discrimination that we witness and continue to observe other religions and cultures. The View is committed to promoting equality in all aspects of the care and provision of services given to students. This includes:

- Protection of young people from any form of discrimination in regards to race, religion or belief, colour, sex, age, national origin, disability or sexual orientations.
- Education is delivered to a standard that ensures students in our care are not disadvantaged educationally.
- Religious observance - Every student, where practicable, will attend services appropriate to their religion, or receive appropriate instruction. Practical facilities will be made available within The View where possible.

Privacy

The students will be allowed to make their bedroom space their own and will be encouraged to appropriately decorate and personalise this space with help from staff. Other residents of either sex will not be allowed into the bedroom of another young person.

Staff will offer their assistance in cleaning the bedrooms, but only if the student wishes to have help.

Weekly bedroom checks in the interest of Health and Safety will hopefully inspire the students to assume responsibility for their own tidiness and room hygiene.

Policies and Procedures

Each individual child/student will be profiled and risk assessed before admittance to The View; this is to ensure their safety and wellbeing, as well as that of the wider group.

All policies for the residential provision will remain the same as the main school in terms of safeguarding arrangements, medical provision, moving and handling and complaints.

Specific policies relating to The View are:

- Health and Safety
- Bullying
- Safeguarding
- Staff Disciplinary

- Care of Children
- Whistleblowing

Safeguarding - The Designated Safeguarding Lead is – George Walklett Residential Lead

Independent Person:

The residential has an Independent Person who visits once a month and provides a Report. The principle is to provide an independent “ear” to listen to any issues or concerns the students may have and engage socially with the students. It is important that the student can talk to someone other than residential staff if they so wish. The Independent Person will follow the school’s Code of Conduct and fully adhere to the school’s Child Protection Policy and procedures.

Our Independent Person is Lucy Baines, Head of Care at Lexden Springs.

Independent Visitor

The residential has an Independent Visitor who visits unannounced once each half term to carry out monitoring and reporting on a standard 3 visit, they include:

- Checks on the school’s records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children;
- Evaluation of the effectiveness of the care provided to children and whether they are safeguarded;
- Assessment of the physical condition of the building, furniture, and equipment of the school.
- Opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).

Our Independent visitor is Mark Goode from Platinum Care.

Compliance arrangements

Ensuring The View remains compliant with the required standards is of paramount importance and there is significant emphasis placed on this as part of our daily practice. Our compliance arrangements include (but is not limited to):

- Two weekly meetings between the Residential Lead and senior leaders where standards are reviewed and randomly ‘spot-checked’. This is complimented with regular meetings between the Residential Lead, Deputy Head Teacher and Head Teacher.
- A termly visit made by the chair of Academy Advisors and the subsequent visit note is circulated. The responsibility for compliance is devolved to the school under the Trusts Scheme of Delegation. The Chair, as part of his visit, ensures all safeguarding procedures are being adhered too, as well as spending time with the students and staff to get a ‘real life’ feel for the provision.
- Standard 3 reports are commented on by the Residential Lead, Head Teacher and Chair of Academy Advisors before being circulated more widely to all

Academy Advisors and Trustees. The provision is a standing agenda item on all full board meetings.

- The residential is a standing item on the Head Teachers termly reports to Advisors and Trustees and comments, questions and challenges are welcomed.
- Independent person reports/visit notes are retained and acted upon where appropriate.
- The Academy Improvement Lead at Hope Learning Trust will undertake a thorough termly review of safeguarding (both for the school and The View) and will produce a termly report to be circulated within the school and to Advisors and Trustees.
- The Head Teacher produces an annual report which is circulated to Advisors and Trustees which is discussed as an agenda item at board meetings.
- The Scrutiny Group: this group has a broad remit to monitor the strategic development of the provision, and the strategic leadership of it in particular. This adds an additional dimension to the scrutiny and oversight of the leadership (as opposed to the provision itself) and we believe adds an important additional layer of accountability. Crucially, it is a coming together of appropriately skilled key people to share ideas and contribute to the development of the provision, and ultimately the experience of our students and families. The Scrutiny Group will include representation from social care professionals.

Unforeseen Closure of the Residential

On the exceedingly rare occasion, the Residential Lead / Headteacher may have to make the difficult decision to temporarily shut down The View due to unforeseen circumstances, such as: fire, flood, heating, health & safety, diarrhoea and vomiting, and health risks.

Complaints

The school and The View follow the complaints procedures across the Trust. At all times the staff, and, if necessary, senior staff, will work with parents/stakeholders to resolve an issue informally wherever possible.

Please see our linked policies on the school website.

Appendix A - Diamond Model of Social Pedagogy to support and inform practice in the setting

Appendix B – abridged version of the Diamond Model