

St. Joseph's Specialist School & College
Amlets Lane, Cranleigh
Surrey, GU6 7DH

Website: www.st-josephscranleigh.surrey.sch.uk

Statement of Purpose of St Joseph's Specialist School & College

(Registered Provider)



Christ in our Lives
'No limits ... just possibilities'

The Statement of Purpose and the policies and procedures apply to both residential and educational aspects of the life of a child or young person whilst at St Joseph's and identify how all those working at the school will create a continuum of education for the children and young people.

The Statement of Purpose and documents will be reviewed and updated by the Care and Health & Safety Committee and ratified by the full Governing Body at least annually.

Reviewed: January 2017
Care, Health & Safety Committee
Annual

STATUTORY POLICY
WEBSITE POLICY
GOVERNOR POLICY

St Joseph's Specialist School & College

Mission Statement

Christ in our Lives

'No limits ... just possibilities'

'The children and young people, families, staff and governors are St Joseph's Specialist School & College. Together we will create a supportive Catholic ethos within a Christian environment, with aims, structures and curricula designed to achieve the full potential of children and young people.'

St Joseph's aims to be:

- A total learning environment where every aspect of the children and young people's experience helps them in the development of new skills and understanding which they can use now, and will continue to be of value in the future.

St Joseph's aims to provide:

- A pastoral support for our children and young people and families, enabling them to meet their difficulties together:
- A service to families and education authorities, responding to needs and adapting to changes in demand that cannot be met in the maintained sector.

St Joseph's aims to achieve:

- A good reputation for the high standards of care and education, and a spiritual strength that supports and encourages all those connected with the school.

The aims in this Mission Statement will be achieved through policies, procedures, staff continuing professional development and strategic intent.

INTRODUCTION

St Joseph's is a residential school that caters for boys and girls. We cater for residential and day children and young people. The school is owned by the Roman Catholic Diocese of Arundel and Brighton and the Diocesan Trustees are the Trustees of the school. They appoint the Chairman and Foundation Governors to the school's Governing Body. The responsibility for the school's Admissions Policy and actual admissions rests with the Governors, who exercise this responsibility in partnership with the Executive Principal and her staff.

St Joseph's is a school approved by the Secretary of State for Education as a day/boarding school for children and young people aged 5 - 19 years, who have either moderate or severe learning difficulties with associated speech and language impairments. St Joseph's has also been approved by the Department for Education for children and young people on the autistic spectrum.

One of the strengths of St Joseph's is that it offers all its facilities in the context of a day and residential school with a strong sense of community.

Many of the associated needs experienced by those with learning difficulties (e.g. behavioural ASD problems, delayed development of practical and interpersonal social skills), demand not only well trained, experienced teachers, learning support assistants and residential care workers but a 'family' into which the children and young people are welcomed and within which they can feel valued.

From its foundation this aspect of St Joseph's has been emphasised and is now a tradition that is strengthened by the strong Christian ethos of the school. Hence St Joseph's can offer much for children and young people in need of the development of their identity and self-worth.

CHILDREN'S RIGHTS

St Joseph's is committed to ensuring that all children and young people are valued and their rights are respected and promoted. Each residential home has a copy of the book "I have the right to be a child" by Alain Serres and Aurelia Fronty. The book covers the key articles of the UN convention on the rights of a child and translates them into language children and young people can relate to.

There are also ways for Education, Care and Therapy staff to open up discussions about their rights.

When I am at St Joseph's I have the right:

- To be valued as an individual
- To be treated with dignity and respect
- To be in a safe, caring environment in which I can develop as an individual
- To learn how to care for myself and others
- To know my feelings and my views and those of my family are important
- To education and have access to a curriculum appropriate to my needs
- To be supported in my contact with my home and community
- To have equality of opportunity
- To receive medical attention in the event of illness or accident
- To play and to have recreation and other social activities

- To have the right of appeal in the event of deprivation or harm
- To have access to and training in the use of a telephone

EQUAL OPPORTUNITIES Anti Discriminatory Practice

ST JOSEPH'S SCHOOL DIVERSITY STATEMENT

St Joseph's has a comprehensive equal opportunities policy. St Joseph's values the diversity of individual talents and creativity that every child or young person and staff member brings.

"We aim to promote and maintain a culture of diversity where appointments to jobs, rewards and personal success depend solely on individual ability and performance. All children and young people and potential children and young people, employees and potential employees, whether part time; full time or temporary will be treated fairly with respect and dignity. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability."

For further information on St. Joseph's commitment to Equal Opportunities please see the policy located on the Internet. This policy covers all stakeholders including children and young people's families.

OVERALL AIMS AND OBJECTIVES

WAKING DAY CURRICULUM/CARE POLICY

The Care Team is committed and constantly striving to enable each individual through informed choice and experiences.

We encourage and support children and young people with their academic work whilst aiming to develop their social and life skills as part of the extended curriculum so that they will be better prepared for adult life.

The waking day curriculum ensures consistency with education to facilitate maximum opportunity to achieve objectives and thus have optimum chances in adulthood.

RESIDENTIAL CARE AIMS

We provide a safe, caring and learning environment which is conducive to the fulfilment of the needs of our children and young people; allowing for developmental progress towards independence through the empowerment of the individual, the acceptance of responsibility, and development of full potential.

Environmental

- We provide small homes that are cheerful, inviting, comfortable, appropriately resourced and relaxing to live in.
- Foster respect in children and young people for their living environment, encouraging them to take some responsibility for the upkeep and decor of their area, and personalise their own space.
- To use the local environment as a learning resource and to be involved in the local community.

Within the Waking Day Curriculum

- To provide a programme of self-help, life and social skills which encourages maximum independence potential.

- Offer a wide range of stimulating activities.
- Allow free time in which children and young people are encouraged to develop their own interests, use the time constructively, and become self-motivated.
- Liaise with teaching, therapists, medical and support staff on a regular basis.

Personal

- By positive reinforcement, encourage children and young people to develop a real self-concept through building of self-esteem and confidence.
- Provide limitations in the form of expectations of reasonable and appropriate behaviours.
- Encourage children and young people to take responsibility for themselves and their behaviour.
- Encourage good communication both within the community and with outside agencies.
- Provide appropriate role models in the form of staff who are well-adjusted, caring, calm, understanding and tolerant, who actively listen to the children and young people.
- Provide appropriate advocacy as required for children and young people
- Promote trust, compassion, respect and honesty in relationships.

General

- Plan, assess and monitor progress of children and young people providing reports and setting targets.
- All children and young people are supported with their linguistics. This can be through Speech and Language sessions embedded across both the day and residential settings. This will also involve families to ensure cultural and religious needs are also supported.
- Offer whole community celebrations that encourage the individual to feel part of the greater whole.
- Within resources allow for the training and development of care staff.
- To allow children and young people to take calculated risks and allow for the possibility of failure within the learning process.

Spiritual

- To promote spiritual development through positive role modelling and discussion in a secure and supportive environment.
- Develop within them their own spirituality.

Cultural

- To help children and young people to develop an understanding of cultural diversity through celebration of difference, and the encouragement of friendship throughout the school.
- Children and young people are supported individually as necessary to support their own cultural needs and religious needs. Children and young people are actively encouraged to develop and observe their cultural identity.

OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

At St Joseph's we are committed to children and young people maximising their potential and developing both educationally and socially within a nurturing environment.

St Joseph's employs a multi-disciplinary team of Education, Care and Therapy staff to work with the child or young person, their family and professionals to achieve outcomes.

Our home school link worker also ensures that families can have consistency at home in areas such as behaviour, independence skills, therapeutic interventions and learning techniques.

St Joseph's aims to find the potential of every child or young person and maximise the outcomes for him or her. This involves working well with each other and sharing information internally as appropriate, but also working with external stakeholders such as CAMHS, Social Care, and Educational Psychologists etc.

Therapists work across the waking day to ensure skills are transferable from class to residential to community. There is excellent internal communication to ensure learning is enhanced and information is shared to ensure consistency across the whole school for children and young people.

VIEWS, WISHES AND FEELINGS

St Joseph's is committed to ensuring that the Care at St Joseph's is child or young person led. St Joseph's regularly asks children and young people about the care they receive and actions wherever possible the children and young people's requests to changes to their care. In addition a key part of the regulation 44 visit is spending time with children and young people to ascertain their views and feelings. The registered manager visits all residential homes and reports on each visit on a weekly basis.

The Responsible Individual also visits each home on a weekly basis for a meal.

St Joseph's has a quality assurance policy that details what children and young people can expect from St Joseph's in respect to their care.

POSITIVE RELATIONSHIPS

St Joseph's ensures that communication with families is promoted and supported by all staff. A variety of methods are used to facilitate this including:

- Skype
- Face Time
- Phone Calls
- Emails
- Link Books
- Home visits both to their home and their family home

Children and young people are encouraged to meet new people and form friendships at Youth Clubs etc. Children and young people have attended birthday parties externally and St Joseph's staff always look to promote child or young person friendships and can facilitate friends of children and young people to the school as appropriate.

THE CHILDREN AND YOUNG PEOPLE AND THE ACCOMMODATION OFFERED

a) Age range, gender and numbers of children and young people:

Children and young people at St Joseph's School are aged between 5 and 19 years old. St Joseph's accommodates both boys and girls. It is important to note, however, that places cannot be offered on the basis of gender. It is therefore unlikely that there will be an equal ratio of male and female. We have places for up to 40 children and young people.

b) Any special needs of the children and young people

Children and young people at St Joseph's have a wide range of needs. The majority of children and young people have Autistic Spectrum Conditions with additional communication difficulties and other complex needs. St. Joseph's does not cater for children and young people with profound and multiple disabilities.

c) Type of accommodation including sleeping arrangements

St Joseph's is a converted country house situated just outside the village of Cranleigh. The house has been widely adapted to meet the needs of children and young people to ensure they are safe and can live in a modern environment. There are good local bus routes and a wide range of community activities within Cranleigh. St Joseph's is registered as a whole site, the children's home accommodation consist of 7 individual houses.

The accommodation of each consists of:

- Kitchen for domestic use, food preparation, cooking and dining area
- A comfortable lounge/T.V. area for general leisure use of children and young people
- Children and young people's telephone, situated in a telephone booth or separate room in order to offer privacy of calls
- Staff Toilet
- Children and young people's Toilets and bathrooms/shower rooms
- Individual bedrooms
- Single rooms

Shared access to:

- Common room
- 22 acres of land – fenced in and gated
- Outside swimming pool
- Outside adventure play area
- Sensory room
- Wildlife Garden
- Allotment
- Music Room

- Children and young people are encouraged to personalise their room and have choice of feature wall decorations. All soft furnishings and bedding are flame retardant to promote fire safety.
- Children and young people have the opportunity to own their own key and lock their own bedrooms for personal belongings
- Accommodation has been developed to support children and young people needs, these include open spaces, sensory equipment, quiet spaces and wherever possible single rooms. Furniture and any equipment provided is robust and tough to ensure durability and safety.

SENSORY AND THERAPEUTIC ROOMS

St Joseph's recognises there are times where children and young people need access to areas where they can have their sensory and therapeutic needs met. At St Joseph's we are able to provide 2 sensory rooms in order to support children and young people. These areas are accessible with staff to ensure the room is maximised and needs are met. On occasions staff withdraw to enable the child or young person to relax in privacy.

St Joseph's also has a relaxation and reorientation room. This room is a very sterile environment with no sensory input at all. The room has beanbags and soft furnishings on the walls for children and young people's comfort.

LOCATION OF THE HOME

St Joseph's is situated in a rural setting on the outskirts of Cranleigh, Surrey. St Joseph's has 23 acres of land and provides a homely nurturing environment.

A comprehensive location risk assessment has been carried out by the Registered Manager to ensure the immediate location is safe for all children and young people and takes into account the local infrastructure and areas of risk such as local ponds and roads.

In addition the school liaises with Surrey Police to review crime statistics and address areas of concern on crimes that occur within the community to ensure our children and young people are safe.

St Joseph's demonstrates a clear consideration of the children and young people, we ensure there is:

- Creative use of the Rota to provide adequate numbers of staff on duty, reflecting gender balance and experience.
- Adequate staff to work closely within smaller homes or individual children and young people in order to promote their welfare.
- Adequate staffing to enable outside activities to take place, including days out, camping holidays and short term breaks from placement.
- In homes where the staff team is of one sex or heavily weighted towards one sex then we will promote appropriate role models of both sexes by:
 - Shared Activities
 - Senior Leader visits
 - PSHE sessions within school
- A link worker system to reflect individual needs as part of daily living plans. This includes a link worker for education and therapy.
- Individual children and young people's needs identified through: Daily Living plans; Risk Assessments; up-to-date LAC meetings, Child or young person, Interim EHCP reviews; link worker role; Personal Education Plans; child or young person, staff meetings; robust handovers, social worker and family input.
- Using access to external agency services that can provide for specialist needs.
- St Joseph's will promote multi-agency and specialised resources when supporting the needs of the children and young people living there.

NAMES AND ADDRESSES OF KEY STAFF:

Registered Provider: Bishop Richard Moth
Roman Catholic Diocese of Arundel and Brighton
Bishops House, The Upper Drive, Hove, East Sussex, BN3 6NB
01273 506387

Responsible Individual: Annie Sutton
Amlets Lane, Cranleigh, Surrey, GU6 7DH
01483 272449

Qualifications: BA (Hons) Maths, PGCE

Registered Person: Alan Day
Amlets Lane, Cranleigh, Surrey, GU6 7DH
01483 272449

Qualifications: MBA, QCF Level 5 Diploma in Leadership for Health and Social
Care and Children and Young Peoples Services (Children and
Young People Residential Management), City and Guilds 325:3

COMPLAINTS

St Joseph's has a detailed complaints policy that can be found on the Internet. A hard copy is also available from the Executive Principal's PA. Any complaint should be directed to Annie Sutton (St. Joseph's Executive Principal) in the first instance.

STAFF COMMISSIONED TO PROVIDE HEALTH SERVICES

St Joseph's works closely with Cranleigh Medical Practice to ensure the health and wellbeing of children and young people. The school commissions a GP to come to school once a week to hold a surgery at St Joseph's. The school's GP is Dr. Matthew Clark. (GMC General Medical Council number 3562466). Dr Clark receives his supervision from his GP colleagues at Cranleigh Medical Practice. Children and young people can choose a different GP if they wish.

The school also has a registered Specialist Nurse Practitioner in Health Visiting and School Nursing – PIN 0113482E

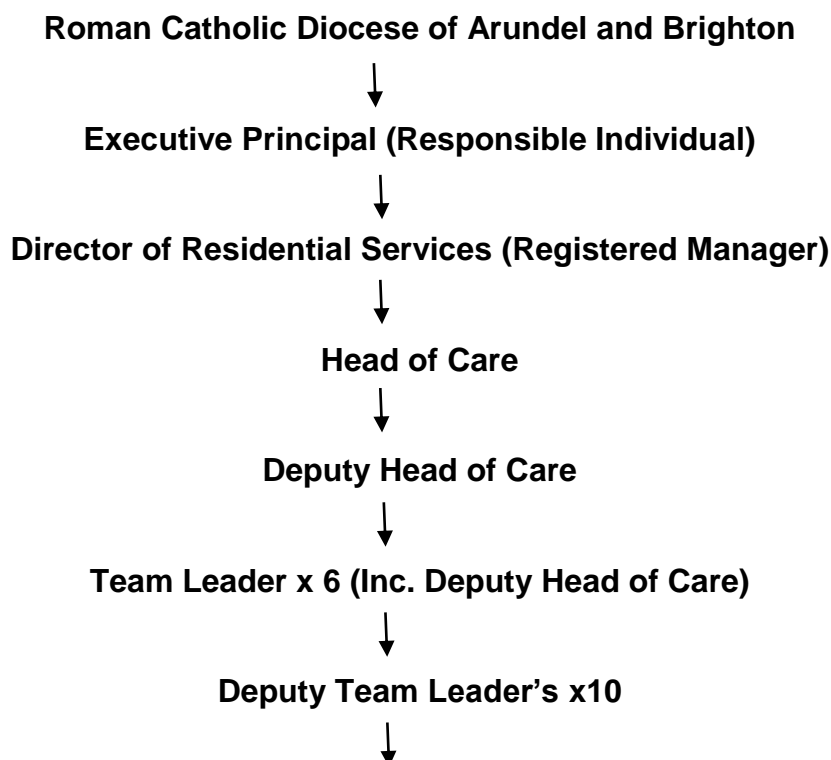
THE STAFF TEAM AND THEIR QUALIFICATIONS AND EXPERIENCE

The diverse nature of the team in terms of age, gender, ethnicity, experience, skill and qualification provides the opportunity to promote a positive view of difference to children and young people.

St Joseph's is committed to ensuring all staff are given the correct training commensurate to their role and actively encourage CPD at all levels. St Joseph's is committed to ensuring all staff achieve a minimum qualification of QCF 3.

The following flow chart shows the structure of the children's home. St Joseph's has a multi-disciplinary team; the chart does not show teachers, teaching assistants or therapists.

THE ORGANISATIONAL STRUCTURE OF THE CHILDRENS HOME



Care workers x 48

All residential care staff and deputy team leaders possess or are working towards the QCF level three Diploma in Health and Social Care. St Joseph's is committed to ensuring all staff has access to this qualification.

The Head of Care and Team Leaders have or are working towards the QCF level 5 Diploma in Health and Social Care.

The Registered Manager has the QCF level 5 in Health and Social Care.

SUPERVISION AND TRAINING

Supervision is a vital part of supporting, managing and developing the staff team. All staff that are newly employed by St Josephs are subject to a probationary period. It is a statutory and departmental requirement that staff both receive and take part in the supervision process. Supervision is provided by the Individual Team Leader, Deputy Team Leader, Head of Care and Assistant Head of Care. It is provided to new staff on a fortnightly basis for the first 6 weeks. After this period, formal supervision is monthly. Supervision sessions are recorded and staff required to read and sign their notes, which are then placed on the staff member's file. If there are any disagreements these are recorded.

All staff undertake a Performance Appraisal with their supervisor every 6 months, which reviews progress over the past 6 months and sets personal work targets and actions for the coming 6 months.

Training:

All new staff receive Induction training following the CWDC Induction programme. Training also includes Team Teach, Gentle Teach, Safeguarding, Fire Safety, Medication Administration, Makaton, Manual Handling, Contenance Training

Upon successful completion of the probationary period, staff will be placed on the QCF Diploma Level 3, Health and Social Care.

Development:

Staff development is seen as part of an ongoing process that includes:

- Training and supervision;
- The team meeting forum;
- Working as part of a team;
- Link working and joint working with colleagues within the team;
- Joint working with other professionals and agencies;
- Extra duties and responsibilities are delegated to staff as they become more skilled and competent within the team.

St Joseph's is committed to developing staff and actively encourages training that benefits children and young people's progression and development.

ADMISSIONS

The offer of a place is dependent upon the following:

1. The careful determination of the needs of the child or young person.
2. The assessment that the school can meet these needs.
3. The availability of a place in the appropriate teaching and residential homes.
4. The agreement of the family and child or young person.
5. The positive support of psychologists and other professionals involved in the case.
6. The agreement of the family and local authority to support the school by attending reviews and other meetings and by working with the staff.
7. The agreement to pay the school's fees.
8. All children and young people are fully prepared for their move to the home.
9. Children and young people already in the home are prepared for their arrival.

After admission all children and young people are given and explained to them:

- The Children's guide
- How to make a complaint and how to report any worries or concerns
- Advocacy Support that is available

Emergency Admissions

St Joseph's will only accept emergency admissions for children and young people already placed at St Joseph's Specialist School and College as either a day or residential child or young person.

For example in the holiday time if a crisis occurs in a family setting or current residential respite provision, St Joseph's will accept that child or young person residentially, providing there is a bed.

St. Joseph's will ensure the appropriate authority convenes a review of the placement within 72 hours of placement to consider whether the child will continue to be placed residentially or if it is in the child's interests to move to a different placement.

St Joseph's operates an on call procedure covered by Senior Staff. The person on call is responsible for emergency admissions and will coordinate the admission to ensure a smooth transition and appropriate dialogue between all professionals occurs to maximise the potential of a successful placement.

SAFEGUARDING

St. Joseph's Safeguarding policy is on the School website. A paper copy is also kept in the Executive Principal PA's office. The school website is accessible to all families, professionals and other stakeholders. One of the aims of St Joseph's Specialist School and College, as stated at the beginning of the Statement of Purpose, is to provide a safe and empowering place for all children and young people to live in. Safeguarding procedures are key to keeping children and young people safe.

A Risk Assessment is undertaken with each child or young person and this is regularly reviewed and monitored as part of their interim EHCP. This covers all aspects of behaviour and history that might cause a risk to the child or young person or to others. Each Risk Assessment contains a Risk Management plan, to be followed by staff at all times.

Risk assessment and management plans are updated regularly, at statutory reviews and after specific risk events.

Staff at St Joseph's are familiar with and adhere to Safeguarding Procedures, and will be prompt in raising a Safeguarding concern. They are familiar with and refer to the following:

Surrey County Council Local Safeguarding Procedures; Children's Homes and Children's Homes Regulations, 2015

A copy of all of the above is readily available to staff, Safeguarding is a part of the induction training for new staff to become familiar with, and gain an understanding of, child protection issues and protocol. All staff, including relief and ancillary staff, attend Safeguarding training every three years or sooner. All staff have received a copy electronically of the 'Working Together to Safeguard Children 2015' document.

All staff have received the 'Keeping Children Safe in Education 2016 part one document and have signed to say they have received, read and understood it.

Where child protection issues are identified in the home, which place individual children and young people at risk of significant harm, staff will follow different strategies to minimise and reduce risk as well as following the appropriate child protection procedures.

These strategies include:

Joint working with social workers and families, Child and Adolescent Mental Health Services and other relevant professionals.

Alan Day – Designated Child Protection Liaison Officer and Single Point of Contact –
Director of Residential Learning (RM)

Child Protection Liaison Officers are: Annie Sutton – Executive Principal (RI)

Jay Shekleton – Head of Care, Deputy Designated CPLO

Karen May – Director of Therapies

Nick Durling – Inclusion Support Team Leader

COUNTERING BULLYING

The staff team is aware that bullying can be present in residential care, and that it causes great misery for the victim. Bullying behaviour is not tolerated at St. Joseph's.

There is a need for constant vigilance and immediate action if it is happening. The team and children and young people have a range of literature and workbooks available to help with addressing and preventing a bullying culture from developing. Furthermore, the issue of countering bullying is regularly discussed at team meetings and at children and young people meetings.

COMPLAINTS PROCEDURE

The staff team supports the need for children and young people and their families in their right to make a complaint about any aspect of their care. We also believe it is important to help children and young people and their families understand why the complaints procedure exists and how to use it should they ever feel it necessary to do so. Staff work

with children and young people to empower them to make complaints whenever they feel their needs are not being met. Staff also work to ensure that children and young people who make complaints do not feel stigmatised or guilty in any way.

If a child or young person needs to make a complaint, a member of staff offers help. It is acknowledged, however, that a child or young person may need help from someone outside of the staff team and therefore, children and young people are helped to involve the independent visitor or the person carrying out regulation 44 checks as well as the school governors. The team acknowledges the importance of children and young people and their families having the right to complain to OFSTED or the Children's Rights Commissioner. In addition Children and Young People also have access to independent Advocacy Support

On arriving in the home, the children and young people and their families are given information about the Complaints procedures.

ARRANGEMENT WHEN CHILDREN AND YOUNG PEOPLE GO MISSING

St Joseph's believe that a young person's safety and welfare is of paramount concern. It is therefore our priority to do everything possible to ensure the safe return of a child or young person.

St Joseph's has a comprehensive Missing Child Policy. This policy sets out a very clear and detailed plan for children and young people that go missing. Children and young people who go missing from the school during their residential time, are reported to the police after a period of 20 minutes or if there are adverse weather conditions or impending darkness.

The policy requires that residential staff make all appropriate enquires to recover the child or young person before the police are contacted. We acknowledge that in most cases children and young people are usually on an unauthorised absence rather than truly missing. In this case staff will be more likely to report this to social care directly rather than the police. In circumstances where a young person is deemed vulnerable, such as 'Risk of Child Sexual exploitation', this information will be passed to the police. All appropriate people (e.g. family, social worker) are informed of the unauthorised absence. All Looked After Children's Absences are reported to Social Care. It is also part of the team's working philosophy that when a child or young person goes missing, there is a reason for this. The team therefore aims to work with the child or young person to prevent them from going missing in future. On returning from a missing episode, children and young people's safety is of paramount concern and staff will always check that the child or young person is safe and well.

A return to home interview will be conducted by an independent person within 72 hours

St Joseph's Specialist School & College is deeply committed to Equal Opportunities in every aspect of school life for staff and children and young people alike.

We define equal opportunities for the children and young people as giving them equal access to the curriculum and the full range of school activities; to enable them an equal opportunity to fulfil their potential; to facilitate the growth of autonomy. To do this we need to counteract stereotypes, actions and beliefs which discriminate against children in terms of gender, race, colour, class, status, ability, religion, culture, language, physical and/or learning difficulty.

HEALTH CARE POLICY

We regard health protection and promotion of children and young people as an important part of our role at St Joseph's. We will therefore work with the children and young people and appropriate health professionals to develop a Personal Health Plan which is included in their daily living plans. The plan covers the whole range of potential health needs, including physical, emotional and sexual health.

Children and young people are encouraged to have regular dental, health and eye sight check-ups.

Wherever possible and if children and young people choose, we aim to help children and young people remain with their own doctor, dentist and optician. However, if this is not possible or desirable we will ensure that children and young people are registered with the local GP, Dentist and Optician. Whilst respecting children and young people's rights and privacy, they are supported in getting help with any illnesses or health issues that they experience.

All children and young people are always given the opportunity to be examined by a registered nurse or medical practitioner after any physical intervention.

The school will:

1. Consider the welfare of the child or young person to be paramount.
2. Facilitate medical, dental and ophthalmic inspections at required interludes and arrange any treatment necessary, liaising with parents when necessary.
3. Provide therapies as required.
4. Always be sensitive to:
 - Ascertain the wishes and feelings of the child or young person
 - The child's physical and emotional needs
 - The child's age, sex, background, religious persuasion, dignity and uniqueness.
5. Provide nursing and medical care in participation with staff when necessary.
6. Provide correct storage facilities for all medicines and medical equipment.
7. Maintain good communications with families, medical professionals; residential care staff and education staff.
8. Provide a secure, confidential and caring place for children and young people to come to.
9. Ensure that all medical/nursing practice is professional, competent and updated.
10. Encourage good liaison with Local Authority, health professionals, parents, school governors, school staff and children to ensure successful implementation of the school's Health Care Policy.
11. Will do everything possible to ascertain that the school environment is favourable to the needs of children with specific medical conditions such as asthma and epilepsy. Also to ensure staff and children and young people have adequate knowledge of these conditions.

School Surgery

St Joseph's employs a full time school nurse and 2 health care assistants.

Nurse: Specialist Nurse Practitioner in Health Visiting and School Nursing
PIN – 0113482E

Senior Healthcare assistant – City and Guilds in community care practice, City and Guilds Social Care Level 2, City and Guilds Advanced Management for Care

Healthcare Assistant – NVQ 3 health and social care

Supervision is completed internally and externally for the school nurse.

St Joseph's monitors the effectiveness of its healthcare input through a variety of ways:

- Monitoring height and weight
- Encouraging healthy eating
- Annual medical for all residential children and young people with School GP
- PSHCEE Lessons to give knowledge on healthy options
- Encouraging children and young people to choose healthy options when menu planning and shopping
- Family questionnaires
- Annual review with education, Care and Therapy staff present to discuss, promote and maximise input and measure progress along with external stakeholders and families
- Accredited health school
- Food for Life Gold award

EDUCATION

All students and pupils at St Joseph's School have moderate, complex or severe learning disabilities. As one aspect of providing equal opportunities the school believes that they ought to be treated according to the principle 'person first, disability second'; that is: they ought not to be defined or described simply in terms of their disabilities but are to be treated as a unique human being with individual needs, desires, interests and aspirations.

The school respects their disabilities and does not seek to 'cure' or change its manifestation but uses a variety of teaching approaches in order to help each individual to overcome or cope with difficulties associated with their disabilities and to acquire skills and knowledge which are useful for all students and pupils. The school, therefore, believes they have an entitlement to the education available to all, together with appropriate support which specifically addresses their disabilities.

Each pupil and student is assigned a Care, Education and Therapy Link worker to ensure communication is maintained internally and to all relevant stakeholders.

On occasions when individual pupils or students are unable to be with their peers for their educational input we will fully support them to continue to access their education with specialist outreach services.

Throughout the key stages, students and pupils may need to use and access multi-sensory approaches. These approaches are reflected in their EHC plan targets and schemes of work. The school curriculum promotes their spiritual, moral, social and cultural development and prepares them for the opportunities and experiences of life. Therapy input is fully embedded into the school and college approaches to accessing learning and developing appropriate social and communication skills.

The vertical curricula focusses on supporting each child's learning and development, including their ability to study independently. The different curriculums help each pupil and

student to understand the importance and value of education, learning, training and employment

CURRICULUM

The curriculum builds on individual strengths, interests and experiences which are reflected in the schemes of work and individual education plans. Through this process, the school develops, implements and reviews a developmental curriculum which addresses their specific needs.

Therapy is embedded into the lessons to provide the greatest possible development opportunity for the students and pupils while proceeding with their curriculum. This approach is mirrored across the waking day into the residential setting. Trained therapy staff provide direct support in emotional regulation, Speech and Language Therapy and Occupational Therapy. The integrated nature of our therapies team ensures that care staff and class teachers are able to provide consistency of approach and maximise outcomes.

We have strong links with families and involve them in all aspects of their child's learning. Communication with families and family focus is one of the cornerstones of our practice.

CHILD OR YOUNG PERSON PATHWAYS:

Our pupils and students follow one of three pathways and it is possible to move across according to an individual's development.

1. Explorer Pathway:

Expected outcome: specialist high needs residential placement such as supported living house or care home. High focus on independence skills, social skills, communication skills and functional literacy and numeracy.

2. Discovery Pathway:

Expected outcome: specialist residential supported living and supported work placement, potential for specialist residential college and continuing education. Continued focus on communication and social skills, developing skills for higher levels of independence.

3. Adventure Pathway:

Expected outcome: potential Further Education at a local college, with learning support, apprenticeship, work placement. Focus on developing a portfolio of skills that will help them to maximise their time at FE College or beyond. This will include a high emphasis on social skills as well as more academic subjects, which may include GCSEs and other nationally recognised qualifications and accreditations.

THE KEY STAGES

To ensure smooth transitions between key stages, all students and pupils are assessed individually and appropriate curriculum targets are designed which fully support the EHC plan outcomes. Alongside curriculum targets, they are supported to develop their communication, independence and life skills. Our integrated therapy, education and Care team work closely to ensure that therapeutic approaches become embedded in all waking day settings, thus offering a holistic approach to growth and development. St. Joseph's recognises that each person has different needs and is committed to maximising each individual's learning potential.

SPEECH AND LANGUAGE THERAPY

St Joseph's considers communication and Speech & Language Development a priority. It is, therefore, an important part of the whole curriculum and as a result crosses all departments and Key Stages.

The Speech and Language Therapy Department aims to provide a specialist service to all children and young people.

All children and young people receive an assessment on entry. Aims and treatment outlines are provided on a regular basis to all those involved with the child or young person.

The Speech and Language Therapists provide therapy in a variety of settings:

Direct Intervention can take the form of individual one to one contact, small home therapy, class activities and work in the community setting.

Indirect Intervention may take the form of advice and training for staff, parents, carers etc. and/or the provision of specific programmes delivered by others directly involved with the child or young person.

Detailed reports are provided. These reports form part of the annual review procedure and are available for all those involved with the child or young person. Reports are also prepared at other times during the year as appropriate.

St Joseph's aims to provide a team approach. The therapists work closely with teaching staff, learning support assistants, care staff, parents/carers and other professionals. We aim to provide both a multidisciplinary and a well co-ordinated approach. Our aim is to improve communication in all its aspects. This includes not only verbal, but also the non-verbal aspects of communication and social skills.

The MAKATON signing system is part of our approach. Staff and parents have opportunities for on-going training in signing. MAKATON symbols are used to help and support children and young people in their educational and social environment.

At present there are 6 Speech and Language Therapists and one Speech and Language Therapy Assistant provide the service throughout St Joseph's School.

We also employ 6 Occupational Therapists, 1 Music Therapist, 1 Drama Therapist and 1 Art Therapist.

EDUCATION MANAGEMENT STRUCTURE

Each key stage has a key stage leader who line manages all teachers. The Key Stage Leaders are line managed by the Head Teacher (Director of Learning) who is line managed by the Executive Principal.

CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

Children and young people are consistently encouraged and supported to make decisions about their individual lives as well as the ways in which St Joseph's is run. We aim to consult in ways that are sensitive and aware with regard to any religious, ethnic, cultural

and linguistic needs. The use of an advocate is used whenever necessary in consulting with children and young people. Consultation is encouraged through, for example link worker time and children and young people's meetings. The views of children and young people's family and significant others are also taken into account.

INCLUSION SUPPORT POLICY (Behaviour Management)

St Joseph's Specialist School & College invest in Team Teach as the foundation learning of positive behaviour support.

All staff are given refresher training every two years. This is a 6 hour course. If a certificate has expired staff will need to attend a full two day Intermediate course. At the end of every Team Teach course staff have to complete a multiple choice test where you need to get at least 7 out of 10 questions correct to pass. The questions are on topics we have covered during the course.

We have 6 Team Teach tutors across school and residential 3 of which are advanced Team Teach tutors. Staff receive further support after completing a Team Teach course from the Inclusion support team who support classes with behaviour management and training staff. All Inclusion mentors are Team Teach tutors.

www.team-teach.co.uk

'Our aim: through risk and restraint reduction, to support teaching, learning and caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships.

Our method: providing training for child and adult services in positive behavioral strategies, designed to reduce anxiety, risk and restraint. For more information, see links: "Keypoints About Training" and "Training Options".

Our results: Team - Teach training has received the highest level of award in the U.K - a National Training Award - This government supported award is presented to entries who have demonstrated exceptional achievement through training and development. Judges were impressed by the support infrastructure and the robust quality control and assurance processes. They observed that it was a clearly needed service and its innovative approaches have delivered significant benefits to schools/services and local authorities/employers.' (www.team-teach.co.uk)

In line with the school's Mission Statement that we intend to be a caring community in which each member, adult and child, shows regard for the needs and feelings of others; the staff should be fully aware that children and young people are expected to conform to standards which maintain respect for others and their property.

Within individual abilities we should encourage those at St Joseph's to take responsibility for their own behaviour as well as helping them to understand the consequences of their actions.

As a result of the Care/Teaching programme the school supports a regime of positive reinforcement of good work, behaviour and relationships.

The quality of relationships between staff and children and young people is the major determinant of good behaviour and that positive ethos. Good running order is established

by boundaries of behaviour being clearly defined and understood by staff and children and young people alike.

All consequences (sanctions) used must be:

1. Relevant to that child
2. Understood by that child
3. For that child only

NB It is not acceptable for sanctions to be applied by the use of blanket punishment for certain individual 'wrongs'

ELECTRONIC AND OTHER SURVEILLANCE TECHNIQUES USED

St Joseph's uses external CCTV surveillance which records the outside of the building, this helps to reduce anti-social behaviour and helps staff to ensure the security of the building is maintained.

There may be occasion when it is necessary for staff to search a child or young person or their room and this will be done if there are suspicions of illegal activity or staff have concerns that a young person is placing themselves at significant risk e.g. self-harm or if a theft is suspected or a child or young person has said they will bring a dangerous implement, drugs or alcohol into school. A search of a child or young person will be done by a member from the Inclusion team and a member of staff from the children and young person's class, SLT (Senior Leadership Team) can manage a search if an inclusion member cannot be present. Staff do not physical touch the child or young person to conduct a search the child or young person will search their person, staff will explain the reason a search is being conducted and permission will be sought from the child or young person, the child or young person will be asked to empty their pockets and bags to prove they have nothing on their person that could cause them or others harm. (See Search Policy). A child or young person should, if possible, be present when their room is searched but if they aren't then they should be informed at the earliest opportunity. Staff will record the search on the appropriate paperwork. A room search is different to staff entering a children and young people's room to remove dirty cups etc., this is consistent with good parenting.

St Joseph's also uses door sensors at night that alert a sleeping-in on call member of staff, when a child or young person has left their room. Sensors are only used in residential houses that do not have a night waking member of staff or of there is an identified need to do so

Under Regulation 24 (b) All Local Authorities (and Families) have been notified of the use of sensors. We actively chase the signed consent in line with the regulation.

Each Child and young person is also informed where appropriate about the use of any monitoring device.

Children and Young People with known health conditions such as epilepsy may require the use of additional monitoring devices such as an epilepsy monitor. This is authorised through the use of comprehensive risk assessments.

FIRE PRECAUTIONS AND EMERGENCY PROCEDURES

The school's fire and emergency procedures are detailed in our Fire Safety Policy and Disaster Plan supported by all required statutory safety measures. Fire is of major concern

and staff receive the necessary induction training plus we have a number of trained Fire Marshals to assist in evacuations. Residential children and young people have individual risk assessments to assist with prompt evacuation during the night time. Each risk assessment is reviewed after an alarm to ensure we support the children and young people in the safest way. We maintain good links with the local fire station who also attend and give fire safety demonstrations.

Being in a rural location with power coming onto the site via overhead cables, the school invested in its own standby generator big enough to power the whole site in the event that the power supply failed. This ensures we can continue to operate with minimal disruption and reduce anxiety for our children and young people.

We have an effective Extreme Weather Policy that also details the support we give to children and young people in the event of extreme weather.

COMMUNICATION WITH FAMILIES WEEKLY PHONE CALL FOR EDUCATION

All the staff at St Joseph's Specialist School & College are committed to on-going, regular, two way communication with Families.

Contact arrangement with family, friends and significant others

The St Joseph's staff team will work in partnership with children and young people to ensure that contact arrangements with families, as outlined in their Care Plan and Placement Plan, are adhered to. We will give as much constructive support as possible to maintain contact. Children and young people will be encouraged when appropriate, to keep their family at the centre of their lives. Families, friends and significant others will always be made welcome, as long as they behave in safe and appropriate ways when visiting. Children and young people will be encouraged to spend as much time as possible within the family home and their local community. We will ensure that when there are contact restrictions those children and young people understand the reasons why these restrictions are in place.

Link Files

Residential Care workers and teaching staff 'write in' these books to inform families of the previous week's activities and any other information.

Families are requested to use the files/books to keep staff informed as part of the two-way communication.

Phone Calls

Families are able to phone either the school or house homes at any time to speak with staff.

Staff will phone families if it is considered that information is urgent or confidential.

Individual Education Health and Care Plan Meetings (EHCP)

Interim EHCP meetings are held with families, teaching staff, care staff and children and young people.

Consultation Evenings

Families, teaching staff and link carers meet to discuss their children's progress prior to the EHCP or Annual Review.

EHCP/Annual Reviews

Yearly meetings are held with parents, Local Education Authorities and other outside agencies as appropriate.

Information

Families will receive information on other activities planned throughout the year in the form of letters, invitations, newsletters and the Executive Principal's annual report. Parental permission is sought for out of school activities and permission slips completed and returned to the school.

Date Policy Reviewed

Updated	Changes	By	Version
July 2006	Unknown	Marion White	v 1
August 2007	Unknown	Marion White	V1.1
September 2008	Unknown	Marion White	V1.2
September 2009	Unknown	Alan Day	V1.3
September 2010	Unknown	Alan Day	V1.4
September 2011	None	Alan Day	V1.5
September 2012	None	Alan Day	V1.6
May 2013	Changed to conform to Children's Home regulations	Alan Day	V1.7
March 2014	Changed to conform to Children's Home regulations updates	Alan Day	V1.8
October 2014	Updated to accept Emergency Admissions to children already at St Joseph's	Alan Day	V1.9
April 2015	Updated to reflect changes in new Children's Home Regulations 2015 regulation 16	Alan Day	V1.10
April 2016	Updates on Missing Children and PIR sensors, Qualifications, Job Titles	Alan Day	V1.11
September 2016	Update on Job Role Names, removal of reference to internal CCTV, update in single rooms	Alan Day	V1.12
October 2016	Education Section update	Simon Jaggard	V1.13
January 2017	Comprehensive overview	Alan Day	V1.14
October 2017	Change on Page 17; new pathway names.	Annie Sutton	V 1.15