



## Statement of School's Purpose (Including Purpose & Principles of Residential Care)

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| Signed         | <i>Debbie Hanson</i> |

Meath | A Speech and Language UK school | Principal: Majella Delaney

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Non-Maintained School | DfE No. 936/7063

Meath, is a Speech and Language UK school. Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 2 Angel Gate, Hall Street, London, ECTV 2PT

## **Meath School**

### **Statement of School's Purpose**

Meath School is a day and residential special school for primary aged children with speech, language and communication disorders and high functioning autism (formerly known as Asperger's syndrome).

The school's purpose is clearly defined in the School Prospectus and the Residential Care Department's Statement of Purpose and Principles of care. All aspects of school life defined in these documents are supported by a framework of policies and procedures that emphasise the integrated and collaborative approach between education, therapy and care in meeting the individual needs of all the pupils at the school.

The admissions criteria for the school as included in the prospectus are educational based criteria. Purchasers agree to fund a placement at the school, often involving a weekly boarding or part boarding arrangement for those pupils who are unable to access the school daily from their homes, and/or whose social, emotional development and independence skills are met to a greater extent by boarding at the school during the week. These needs are met by the 24-hour curriculum supported by individual care plans and whole school collaborative approaches as defined in the school's policies and procedures. Day children's families can fund overnights at a cost which is supported by fund-raised donations. The school also offers a range of after school clubs and a holiday club in July.

The welfare of each individual child is of paramount importance to all school and residential staff who come into contact with that child. Meath School has a Child Protection and Safeguarding policy, Staff Code of Conduct and ICAN Whistleblowing Policy and these are some of the vital documents shared with all new staff before they commence work at Meath School, with a clear expectation that guidance is always adhered to.

The Designated Safeguarding Lead during school hours is Sian Vaux, Safeguarding and Pastoral Lead and out of School Hours, Debbie Hanson, Residential Services Manager. The Deputy Designated Safeguarding Officer is Majella Delaney, Acting Principal. They are responsible for all safeguarding and child protection issues at the school.

The school and the residential provision are inspected by OFSTED.

Contact details for OFSTED are:

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Contact forms can be found at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

Ofsted are open Monday to Friday 8am to 5pm.

This statement should be read in conjunction with the following documents:

School Prospectus

Residential Purpose and Principles

Ofsted reports

We are committed to the highest quality education, therapy and care for children with speech, language and communication difficulties and/or Asperger's Syndrome.

## **PURPOSE AND PRINCIPLES OF THE RESIDENTIAL EDUCATION CENTRE**

### **PURPOSE**

- To provide an environment where the children Talk, Learn, Grow
  - Talk – in whatever way is the most appropriate for each individual child
  - Learn – the skills that are needed for life
  - Grow – into independent, mentally and physically healthy young people
  
- To deliver the highest quality of learning, care, and support and exceed the National Minimum Care Standards
- To provide a residential curriculum that has strong links with the school curriculum
- To work in partnership with Families, Safeguarding and Pastoral Lead, Teachers, Therapists, Medical and other professionals
- To provide an environment which develops the child's social and interpersonal skills
- To provide each child with a 'Personal Development Plan' that enables them to work towards independence
- To provide a curriculum that develops children's social, life, independence and physical skills
- To create a safe, happy, relaxed environment where children can have fun and are supported
- For each child to learn and develop through play and to interact in a social setting with peers and adults
- To use our field of knowledge to meet the individual needs of the children
- To support and develop children's confidence, self-esteem and resilience

### **PRINCIPLES:**

- Children should be respected, happy, safe from harm and be able to develop, thrive and fulfil their potential
- Provide an environment where each child should be valued and nurtured as an individual, developing their strengths and capabilities

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- An environment that is ambitious, nurturing children's out of school learning
- An environment that is attentive to children's needs, supporting emotional, mental and physical health needs
- A safe and stimulating environment
- Foster positive relationships between children and adults through activities, daily routines and established boundaries of acceptable behaviour
- The opportunity and support to communicate with home and family
- Children should be valued for their individuality and diversity respected
- A range of experiences and activities that develop well-being, communication, independence and achievement
- Working partnerships with families and other professionals to ensure a holistic approach to each child
- Preparation for 'next steps' in children's lives