



Residential Education Centre Policy MS019

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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

Residential Education Centre

At

Meath School

Residential Education at Meath School is an integral part of school provision and is delivered within the framework of the school's statement of Principles and Practice, Statement of Purpose, and Statement of Ethos and Values.

This is achieved by following all agreed policies and procedures.

STATEMENT OF PURPOSE, PRINCIPLES AND PRACTICE

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).

We are committed to the highest quality education, therapy and care for the children that we support.

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

THE ETHOS AND VALUES OF THE SCHOOL

At Meath School we believe that:

- A good school is one that offers a caring, happy and safe environment in which children and staff feel valued and are encouraged to reach their full potential and where effective learning is promoted.
- A successful child is a happy, confident, well-motivated person who enjoys learning and who is enabled to become an independent member of society.
- An effective member of staff is one who engages the child and inspires them in a learning environment which is positive for all and who makes a significant contribution to the child's development.
- An effective learning environment is stimulating and attractive. In such an environment, a range of well-organised strategies are used to respond to groups and individual needs. Children are offered learning experiences that have an appropriate mixture of challenge and support.
- The health, safety and welfare of children are a prime concern of the school. Policies and procedures for Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. Speech and Language UK's recruitment and selection of staff reflects best practice in safer recruitment.

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
- 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

TEAM

Each residential child's core team consists of a teacher, speech and language therapist, and residential keyworker that work in consultation with parents and other professionals as required.

Boarders' views are taken into consideration when allocating key workers wherever possible. All residential children have a Care Plan, which identifies their personal needs. Care plans are reviewed and updated regularly in consultation with the child and parents.

PERSONAL DEVELOPMENT

Each child has a 'Personal Development Plan' where boarders' progress towards achieving personal targets, is monitored and tracked using Evidence for Learning data collection system adapted to suit the residential education setting. Long- and short-term targets are set from the Personal Development and linked to EHCP targets and ILT's. Appropriate support is put in place to achieve these targets, making sure that each child has the opportunity to develop to their fullest potential. Activities are planned to support this development.

RESIDENTIAL

Residential staff work closely with families to plan and review each child's transition both when joining the residential setting and when moving on to future provisions. The school is committed to easing anxieties associated with weekly boarding and has an induction programme to ensure that new children are familiarised with staff, other children, daily routines and expectations.

The school ensures boarders and their families are supported throughout the transition out of Meath through liaison and collaboration between the child's core team, future placements and parents.

Contact with families is encouraged and supported where necessary. Each child has the opportunity to either phone or Skype home each evening. There is an iPad available that children may use to communicate with approved contacts using Skype. Children are supported to use electronic devices with due regard to online safety.

Care Staff work closely with the School's Medical Team to ensure that child's medical and health-care needs are met. Health Care and Medical plans are included within the Care Files. The Care team follow a robust protocol in handling and administering medication following the guidelines from the Royal Pharmaceutical Society.

The school works collaboratively with health agencies and other specialist services to meet the needs of each individual. The medical team or appropriate staff are made available to accompany children and their families to appointments when requested.

There are two Waking Night Staff who support the children overnight. They support the children if they need help with toileting, are sick, are feeling home sick or have had a bad dream. Our night staff monitor the children throughout the night making sure that they are all sleeping and if they are not, offering any support they may need.

BEHAVIOUR MANAGEMENT

Residential staff keep records of zones plans and personal intervention plans (PIPs) which provide guidance and direction regarding the needs of individual children and appropriate responses to managing challenging behaviours where needed.

A child's core team meet to discuss patterns of behaviour and recognised triggers in order to identify strategies that can be implemented consistently across the school. These are monitored and reviewed at regular intervals. All staff are required to complete detailed records of all incidents, and to record sanctions and physical interventions on CPOMS.

Concerns about general well-being are also logged and reported to SLG.

RESIDENTIAL OFFER

Care is provided in a safe, comfortable and homely environment where children can relax, and learn to relate to one another in a supportive but informal setting. Children are offered a wide choice of age appropriate activities both on and off site during the evenings.

Children are encouraged to make suggestions and to be involved in aspects of planning. Residential children are encouraged to identify their own leisure preferences and to try new things in order to widen their experiences and develop a range of interests that are transferable to their home area. This is balanced with the opportunity to choose 'free-time' that enables individuals to develop the ability to relax and occupy themselves appropriately during unstructured times.

Health and Safety Risk Assessments are carried out for all areas of the accommodation, and activities both on and off site. This is done formally, using standardised recording forms, and informally, by constant monitoring and re-evaluation of situations using dynamic risk assessment.

Access to the school grounds by people not employed by the school is by appointment only and then they need to be accompanied by a member of staff if they do not have a DBS.

Individual Risk Assessments for children identify any areas in which they may require additional adult support or supervision and are revised at least annually by all members of the core team.

All residential children are encouraged to develop their independence through opportunities provided by the extended curriculum and through targeted work on their personal development plan. Areas of focus include self-care, domestic skills and safety within the home, care of laundry, food preparation and storage, money handling and budgeting, travel, access to local facilities and relationships and personal development.

All children that access the residential setting follow programs that focus on developing independence, social skills, and skills for life and continued learning at a level appropriate to their age and personal development.

Whilst the aim of the provision is to enable children to develop their skills, and take more responsibility for themselves, staff ensure that appropriate support and supervision is provided at all times. They provide a nurturing environment and sense of security that enables individuals to achieve success and reach their fullest potential.

Breakfast Club

Children can join breakfast club from 7.50am. This helps support families where parents/carers need to leave home early or get children to school at different times. It allows children to join their friends for some social time before school starts.

After School Clubs

After school clubs run five evenings a week and include a range of different activities including 'Jump Ahead' which is an OT based programme, multisports, art, touch type, lego, athletics, and gross motor activities. This allows day children to stay after school and join in a range of activities with their friends, developing their Speech, Language and Communication skills, gross and fine motor skills and social skills in a less formal setting.

SECURING RESIDENTIAL CHILDREN'S VIEWS

Regular forum meetings are held during which the residential children are encouraged to share their ideas and opinions about the running of the residential, activities and future developments of the provision. They are consulted on day to day matters as plans evolve for the group, and their views are sought on an individual basis through 1:1 discussion and regular child/keyworker sessions.

This also forms an important part of the school's 24 hour curriculum encompassing the PSHE and Citizenship curriculum, encouraging children to develop an understanding of British values of democracy and the rule of law; individual liberty and an understanding of how citizens can influence decision-making through the democratic process.

The residential pupils' forum enables pupils to make choices, have a voice and play a part in the decision-making process within the residential department. Their contribution forms an essential part in continuing development of the residential provision within the school.

There are also links with other areas of the school curriculum, particularly speaking and listening, problem solving and independency skills. The whole school is working on achieving 'Rights Respecting Schools' gold award, having already achieved Bronze and Silver which enables the children to learn about their rights and have further input into the running of the school.

RESIDENTIAL CHILDREN'S FORUM

Children are taught about the nature, purpose and protocol of the Residential Pupils' Forum and their role in the process. They learn about:

- The nature of meetings
- Their role in the meetings
- The need to take minutes
- The voting system
- Deciding agenda issues
- Making choices and respecting these decisions

They learn about the types of issues which could be discussed at the meetings, which could include:

- Daily activities
- Community activities
- Improving the residential environment
- Reward Systems
- Residential rules

- Keeping safe
- New policies and procedures
- Special trips out

Forum Meetings

- The residential staff will arrange a meeting once every half term lasting approximately 30 minutes.
- All pupils who are staying on the evening of the meeting will be included.
- A forum meeting can be repeated over the course of the week, so that all children are involved
- A member of staff will minute the meeting so that this can be displayed as a reminder of what was discussed.

Actions from the meetings

- Activities requested by the pupils, where possible will be incorporated into the programme over the half term.
- It will be explained to the pupils why any activities cannot be included.
- All agenda issues will be discussed and debated, and outcomes clearly explained for all to understand.

Actions taken from the last meeting will be documented in the current forum minutes so that pupils will be able to know what has been actioned if required.

Reporting

- A member of staff will write up the minutes and post them on the forum notice board.

CONCERNS AND COMPLAINTS

Residential children are made aware and reminded at regular intervals that they are able to speak to any member of staff concerning personal, academic or welfare concerns. They each have a 'Help Book' to support them with this. The children's complaints policy is available in easy-to-read format with picture symbols and attached to the forum notice board.

The school also provides a designated area where children and staff are able to meet in private with the standard 3 independent visitor to discuss concerns.

The contact details for Childline and the Children's Commissioner are displayed within the residential setting in both text and symbolised formats. The school also has an independent listener who visits the residence at regular intervals.

RESPONSIBILITIES OF RESIDENTIAL CHILDCARE OFFICERS

Residential Care at Meath aims to ensure the emotional and physical well-being of all our children. On appointment all RCCOs will be expected to engage in the school's induction programme and must complete the programme within 3 months. They must also embark on the Level 3 Diploma for Residential Childcare if they do not hold that qualification. There is an expectation that all members of the residential team will engage in continual professional development.

The school delivers a vibrant, comprehensive CPD programme which ensures staff are equipped to meet the needs of children within the school. The impact of the CPD programme is evaluated by senior leaders and monitored by the Governing Body to ensure the staff team remain up to date with professional, legal and practice developments. RCCOs attend weekly signing sessions and are supported to complete exams in Makaton stages 1-8 plus additional signs.

RCCOs are supported through regular half termly supervision sessions with their line manager. At any time they are able to seek advice and guidance from the Residential Services Manager, the senior leadership team or the standard 3 independent visitor. In keeping with all education staff, RCCOs have a formal annual appraisal of their performance.

RCCOs ensure children's safety and welfare at all times, by remaining alert to any health and safety issues, and by carrying out formal, and ongoing risk assessments. Any issues or concerns must be reported immediately to the Premises Manager, and Residential Services Manager.

Any concerns relating to Child Protection must be passed on immediately to a member of the safeguarding team. The Safeguarding and Pastoral Lead is the Designated Safeguarding Lead for the school during school hours and the Residential Services Manager is the Designated Safeguarding Lead out of school hours. The Principal is the deputy that shares safeguarding responsibility. The Residential Services Manager is available outside of school hours, if she is not available staff can contact any other DSL or DDSL who have access to relevant contact details.

Medication for children must be administered following the school's procedure. Concerns about a child's health should be reported to SLG.

All matters relating to intimate personal care should be discussed with the residential team to ensure that the Medical and Intimate Care Policy and Procedures are followed. Male staff should not undertake any aspect of intimate care for females. Any requests from a female child for help with intimate or personal care should be directed to a female member of staff. If male child require help with intimate or personal care they should be asked if they would prefer help from a male worker whenever this is possible. The following measures will ensure that children are treated with respect and dignity at all times in the residential setting:

- Staff must not use toilets or bathrooms which are provided for children
- Staff must knock at the door and wait for permission to enter, to be given by the child when entering any child's bedroom.

Staff should:

- Only provide the support needed when they are changing, showering & toileting
- Not be drawn into rough, physical or sexually provocative games
- Not engage in inappropriate or intrusive touching of any form e.g. caressing or kissing child – even when initiated by child
- Avoid conversations, jokes, or banter that are sexually suggestive –even when initiated by child
- Not scapegoat, ridicule or reject any child

- Avoid, as far as possible, working with a child anywhere you cannot be seen by colleagues. (Where this is not possible staff should ensure that colleagues are aware of where they are working, what they are doing, and with whom)

QUALITY ASSURANCE

The wider organisation ensures the work of the school is monitored by an independent visitor. Following the half termly, unannounced visits a formal written report on the conduct of the school is produced and made available to the Principal, the governing body, directors of Speech and Language UK.

Monitoring visits include:

- Checks on the school's records of attendance, complaints, sanctions, use of physical interventions, risk assessments and care plans
- Assessment of the physical condition of the building, furniture and equipment
- Opportunities for any child or member of staff to meet with them in private.

Senior leaders review and record in writing on an annual basis the operation and resourcing of the school's welfare provision for boarding child in relation to:

- Statement of Principles and Practice
- Statement of Purpose
- Staffing policy
- Placement plans for individual children
- An internal assessment of compliance with national minimum standards Records

A permanent, accurate record of history and progress is maintained which can be read by the child at any time.

On leaving the school individual records are archived securely and retained for at least a period of 70 years after the birth of the child or are passed to the next school and a receipt obtained.

Records detailed in standard 5.4 will be retained for at least 5 years from the date of the last entry.

The school ensures:

- All policies listed in appendix 1 of the National Minimum Standards are made available on request.
- The list of records in appendix 2 are maintained and updated regularly
- The list of issues in appendix 3 are monitored and used to identify changes in practice required.