



Statement of School's Purpose Including the Residential Education Centre Statement of Principles and Practice

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Signed	<i>D. Hanson</i>

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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 Education Centre's Statement of Principles and Practice. 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 activity week 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 Behaviour 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 Officers are Majella Delaney, Principal and Alice Wood, Deputy 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:

Concerns:

CIE@ofsted.gov.uk

0300 123 4666

General Enquiries:

enquiries@ofsted.gov.uk

0300 123 1231

Contact forms can be found at www.gov.uk/government/organisations/ofsted

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

Residential Education Centre Statement of Principles and Practice

September 2024

Statement of Purpose

The statement describes the overall purpose of the school and describes any theoretical or therapeutic model underpinning the practice of the school.

This document needs to be read in conjunction with a number of other important sources of information, including but not limited to:

- School Website
- Admissions Policy
- School Prospectus
- Behaviour and Anti-Bullying Policy
- Children's Anti-Bullying Policy
- Children's Complaints Policy
- Medical Policy
- Safeguarding and Child Protection Policy and Procedures
- Online Safety Policy

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).

As of September 2024, our school roll is:

Pupils

19 Residential Pupils across the week

All pupils are aged from 4 to 11 and we are currently able to accommodate 15 residential boarders per night for up to four nights assuming there is a place available in a suitable group. Children stay between one and four nights, depending on individual needs.

We aim to provide a caring and empathetic environment to meet the needs of all our pupils and their families.

Working together

Each child is treated as an individual, and targets and strategies are put in place to support personal needs. All teams across the school work together to make sure that there is consistency in implementing strategies. This supports positive behaviour across the whole school as well as making sure the individual makes as much progress as possible with speech, language and communication, independence, self-help, social and academic skills.

The residential and teaching environments are constantly monitored to ensure safe, stimulating, and well-resourced learning areas. Staff identify and then emphasise the positive characteristics of our children and reinforce good behaviour and learning at all times. Children are encouraged to try new activities to widen their learning and achievements.

Accommodation

Meath School residential provision is split into three; Otter, Brox and Maitland. All areas are decorated and furnished to a high standard and the children choose the decoration and the furniture that is in them. The whole residential is made to be as homely as possible.

Children are encouraged to personalise their rooms how they wish and can bring photos in from home, as well as having their art work and pictures put up.

Supporting our children to input into their environment supports them to belong and to learn skills that support their independence.

We are committed to keeping a very good standard of accommodation and aim to enhance this where possible.

The furnishings we use are homely and we have a small kitchen where we can make drinks and snacks. The dining facilities are in the same building and are easily accessed.

We have Wi-Fi throughout the residential accommodation enabling children and young people to access the Internet for skyping home or for information if needed. The Internet is filtered to safeguard the children from accessing inappropriate content.

Supporting our children to achieve

To support our children to become as independent as possible we have developed a 'Personal Development Plan' which includes sections on washing and dressing, keeping safe, eating, drinking and sleeping.

We have extension activities that are differentiated and work towards 'The Pathway to Adulthood' which include meal planning, shopping and preparation, travelling on public transport and careers information.

Throughout the year we teach children how to stay safe and start with a detailed 'Safeguarding Curriculum' in the 1st half of the autumn term, which develops over the year.

We support the children to learn about Mental Health and Wellbeing, what this means and what support is in place to help with this. Children have 'Help Cards' and 'Feelings Wheels' as well as working with the Zones of Regulation each time they stay.

Children are involved in writing their own policies and procedures, which they support with updating each year. Currently this includes Anti-Bullying and Complaints.

Each child is baselined when they start sleeping over, so we have a starting point. All children are given opportunities to develop skills through each term and progress will be recorded.

Developing Skills

Learning and developing social skills, socially acceptable behaviour and friendship skills are imperative for our children. To achieve this we plan activities where these skills can be taught and modelled.

These activities include sports, role play, cooking, cycling, travelling by public transport, trips to the shops, trip to the beach and sessions at our local gymnastics club.

Each evening children join in storytelling, where they listen and take turns interacting with a story.

Through forums and discussions children are given the opportunity to think about activities that they would like to take part in.

All children are involved in whole school events such as Book Week, Sports Day and Meath's Got Talent.

Children are given the opportunity to show visitors around school and show them what they have achieved. Children also show children around who are new to residential, explaining how it works and what they take part in.

Families

Families have the opportunity to come and have a tour of the residential before their child/ren start sleeping over. This gives them the opportunity to give care staff the information they need to know about their child.

Residential staff write a report for each child's annual review and this includes the targets each child will be working on over the next year. Families/carers can request that certain skills are focused on.

Staff support children to skype or phone home when they sleep at school.

Keyworkers

Keyworkers are an important link for children within residential, with each child having the option to choose their keyworker. Keyworkers are responsible for building relationships with children and supporting them with their development. We try to maintain consistency and keep the same keyworker for the children for at least each school year.

Each keyworker builds a good knowledge of individual children's abilities and needs and supports the child to develop skills and interests, putting in support where needed. Each half term keyworkers will have a dedicated session with their children. They will write and support with targets, activities, annual reviews and future placements.

Keyworkers are responsible for maintaining care and personal development plans. The school actively encourages parents of prospective children's, and placing authorities to contact Ofsted where past inspection reports can be accessed through their website www.ofsted.gov.uk in order to gauge how our services are rated by an independent source.

Training

The residential team have worked hard to ensure that all staff have completed the Residential Induction Training and where possible all care staff are trained to at least level 3/4 diploma or equivalent or are working towards this.

The delivery of the diploma is achieved through an apprenticeship with staff being given time to learn and train.

In addition, the school delivers training to all residential and school staff to enable them to work effectively with the children.

Induction training includes Safeguarding and Child Protection, Speech, Language and Communication within the school, Health and Safety, Medical Needs and Support and Behaviour Management.

Ongoing training includes Signed Supported English, Dysphagia and eating difficulties, Mental Health and Wellbeing and VERVE.

Training days include Safeguarding and Child Protection, First Aid, Medical, Food Hygiene, Mini-Bus Training, Zones of Regulation and Online Safety.

What we do to support the safeguarding of children

All staff at Meath School are trained in Safeguarding, what to look for and the reporting processes. Support is in place for both staff and children to keep themselves safe and to look after their mental health.

- Staff receive both regular informal and formal supervision
- Where possible, staff teams contain both male and female staff across a wide age range
- The Residential Manager is always on site
- The Principal and Pastoral and Safeguarding Lead can be contacted at any time
- Daily afternoon meetings and regular staff meetings are held to enable all care staff to meet and discuss common issues relating to residential education, minutes of the full care meeting can be accessed by all residential staff
- All staff have access to the policies and procedures that must be followed if a crisis should occur
- Weekly Senior Leadership Group meetings provide time for reflection and planning
- Half termly forums give the children an opportunity to have their views heard and their ideas acted upon
- Regular monitoring by The School Advisory Board, The Independent Visitor acting on behalf of the School Advisory Board and Trustees and the Director of Education is part of the evaluation process which supports continual growth

Staffing

Residential education staff work a variety of shift patterns over the week. Some Residential staff also work in school and school staff in residential. This allows for strong links between school and residential and an enhanced understanding from all teams as to what the children can achieve.

Staff focus on delivering activities that enable the children to continually progress and achieve. They build good relationships with individual children, so that appropriate support is provided to each individual.

All staff attend training and are either trained to level 3 or are working towards this. We are committed to making sure staff are given the opportunity to learn and progress.

Nights

Both waking and sleep in residential staff are on duty at night. Our waking night staff have many years of experience working in this environment and are used to dealing with bad dreams and toileting needed during the night. We also have two sleep trained members of staff who can support with programmes for sleep hygiene if required.

If a child is ill in the night, a senior member of staff will decide whether parents need to be called immediately or whether this can happen in the morning.