

Saxon Hill Academy Sleepover Club



Taking Pride in Success

Statement of Purpose

MISSION STATEMENT:

“We promote good practice to ensure that Children and Young People are healthy and safe. We provide opportunities for them to enjoy and achieve physically, socially, emotionally and intellectually. We encourage them to develop positive behaviours and relationships and make certain that their views are sought and listened to.

The ethos of the school and Sleepover Club encourages mutual respect and a listening culture. We are proud of our provision and the recognition of the wider community.”

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Glossary

DHOC	Deputy Head of Care
EHCP	Education & Health Care Plan
HOC	Head of Care
RA	Risk Assessment
RES 1	Residential 1 (extended day provision)
RES 2	Residential 2 (overnight provision)
YP	Young People

General Information:

Address:

Saxon Hill Academy
Kings Hill Road
Lichfield
Staffordshire
WS14 9DE

Phone Numbers:

School office: 01543 414892
Sleepover Club Office: 01543 417178

Fax Number:

01543 417550

Email:

Headteacher: headteacher@saxonhill.staffs.sch.uk
Head of Care: kthomas@saxonhill.staffs.sch.uk

Current number of pupils on role:

94

Senior Leadership Team:

Head Teacher: Jon Thickett
Deputy Head Teacher: Sally Churchill
Assistant Head Teacher: Melanie Newbury
Head of Care: Kim Thomas
Business Team Manager: Wessley Morris

Chair of Governors:

Ian Weetman

Governor with responsibility for residence:

Denise Astley/ Jane Palfreman

Safeguarding Officers:

Head Teacher: Jon Thickett
Head of Care: Kim Thomas
Family Support Worker: Helen Bowers

Governor with responsibility for Safeguarding:

Ian Weetman (Chair)

Independent Visitor for Residence:

Pauline May

Date of Last Ofsted Inspection:

March 2016

Outcome:

Outstanding in all areas.



Residential Team:

		Professional Qualification
Head of Care and Registered Manager	Kim Thomas	NNEB, L4 Leadership / Management in care, Safeguarding L2, BSL L2,
Deputy Head of Care	Yvonne Yearsley	NVQ L4 Health/Social Care CYP, NVQ D32/33 Assessor
Senior Shift Leader	Dawn Williamson	NVQ L3 Health/Social Care CYP
Residential Social Care Workers	Karen McKerrell	NVQ L3 Health/Social Care CYP
	Anne Jones	NVQ L3 Health/Social Care CYP
	Susan Day	NVQ L3 Health/Social Care CYP
	Sarah Carter	L3 Diploma in Early Years & Young People's Workforce.
	Kelly Jarvis	L3 Diploma in Childcare & Education.
	Andrea Chambers	L3 Diploma in Childcare & Education.
	Darren Smith	L3 Diploma commenced on completion of probationary period. (Nov 15).
Residential Social Care Night Workers	Gaynor Launchbury	NVQ L3 Health/Social Care CYP
	Emma Murdoch	QCF L3 Diploma for CYP's Workforce
	Natalie Horne	QCF L3 Diploma for CYP's Workforce
	Susan Daniels	Cache L3 – Cache Diploma 0-19 yrs
Cook	Hazel Tallis	L2 Food Safety

Introduction

Saxon Hill Academy is an all age, mixed gender school for Young People who have complex physical, medical, sensory and learning needs. We also provide a Physical Disability Support Service within the local area.

The school enables YP to develop their social, physical and independence skills within a safe, vibrant and homely environment. Our highly skilled team provide tailored therapies and learning, which builds strong relationships between the school and families who value the support and respite. In line with school, our activities are differentiated into three learning pathways to meet the needs of the YP :- Sensory, Emerging and Developing.

Through our curriculum and activities, we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2016' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism and all staff have received training on this topic.

Our community engagement provides valuable outcomes for our YP, building confidence for independent living and vocational skills; while our school based resources such as Hydrotherapy, Rebound Therapy, Forest School area and sensory provision, provide for exciting learning within our setting.

Together with the four other Residential Special Schools within Staffordshire, we are able to:

- Offer a resource which is part of an integrated Children and Young People service.
- Put Children and Young People at the heart of personalised learning.
- Engage with key multi-agency partners to meet individual children's personal, physical, communication, health, social and emotional needs.
- Look to develop children's key skills to support all transition phases.
- Embrace parents as partners to further support shared aspirations and ambitions for children.
- Provide short break provision for children above and beyond residential places.

We share the vision of the Children's Commissioner and promote a society where YP rights are realised, where their views shape decisions about their lives and they respect the rights of others.

Within our residential setting, this is achieved through regular consultation meetings and the general ethos of our provision where YP are listened to and their opinions are valued.

Residential Provision

Saxon Hill Academy has a 14 bed unit called 'The Sleepover Club'. The opportunity for residential placements at the school is explored for families and YP who wish to access the provision.

We offer individually tailored, quality overnight and extended day educational care over four nights (Monday to Thursday) during term time. The offer is open to students of the school who are aged between 4 and 18 years and who are in full time education at the school. There is a phased exit plan for YP approaching their final year in school and residential provision will cease as the students reach YR 14.

Appropriate nights for residence are allocated depending on our ability to meet the physical, emotional and social needs of each individual and in compliance with the National Minimum Care Standards and Ofsted inspection requirements. It is good practice to provide an age appropriate placement for each young person in our care.

Our staff team is predominantly female, though we have one male staff member.

Two waking night staff and two sleeping staff are on duty each night. On occasions if the number of residents is low, only one sleeping staff may be required and responsibilities for remaining staff are risk assessed and amended accordingly.

With permission from parents and YP, listening monitors are used in some bedroom areas to either reduce risk to vulnerable residents, or at the request of families. If there is an issue or concern that privacy is being compromised for YP sharing a room, we will try to accommodate the Young Person in an alternative bedroom if possible.

Parents and YP are advised that there are CCTV cameras around the building perimeter and within the main school building to provide additional security.

Use of telephones:

We recognise the right for YP to be able contact family or friends. YP who bring their mobile phone to Sleepover Club must hand it to staff for safekeeping in the office during their stay. If they wish to use the phone, they should ask a staff member and the phone should be returned to the office following the call.

As most phones now have integral cameras, this policy safeguards any potential misuse.

There is a hands free phone within the setting which may be used on request. Parents or carers are also able to phone Sleepover Club to speak to their children. The calls can be transferred to the hand set to be taken in private if preferred.

Staff mobile phones are kept in the office.

Use of cameras:

We have cameras and iPads in the Sleepover Club to record evidence for our YP files. Photos are also used on displays within school and do not go in the public domain unless permission is given. Parents / carers are asked to complete a consent form on their child's admission to school.

Aims

Commissioned by the Local Authority's 'People' Directorate, we are responsible for meeting the over-riding objectives for engagement with Children and Young People with disabilities and centre our offer on the principles of the "Every Child Matters" framework. In doing so, we ensure that YP have the right support to:

- Stay safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well-being

Using a holistic approach, the Sleepover Club aims to provide pupils with opportunities to extend their ability to:

- Develop independence - physically, intellectually and socially
- Develop self-esteem and confidence
- Work towards the stages of Self-actualisation and fulfilment
- Have an awareness of others' needs through group living and showing respect and tolerance towards each other
- Acquire knowledge, skills and understanding appropriate to the development of their independence
- Enhance their communication skills to enable them to develop their own decision-making and choice making
- Develop their own attitudes, values and beliefs and the ability to express them
- Respect the values and beliefs of others
- Develop creativity, imagination, curiosity, enquiry and problem solving
- Experience success and reward through achievement
- Develop personal, social and environmental awareness
- Have an enjoyment of learning through life skills
- Have the concept of their role as citizens in society
- Integrate into the wider community

Processes to achieve these Aims:

Staffing:

Individual YP Risk Assessments govern the number of YP allocated for each night ensuring safe and practical staff ratios.

Individual Care Plans for all YP identify the support required and inform the Risk Assessments.

Extensive staff training enables the needs of the YP to be met both physically and emotionally.

Staff are valued and work well together as a team. They lead by example and create a family ethos to nurture and promote development in all YP.

Activities are differentiated and follow the same learning pathways as are used in school to meet the needs of our sensory, emerging and developing learners.

YP are enrolled in 'The Children's University' scheme to promote learning and encourage trying new experiences and developing skills. Success is celebrated at an annual Graduation Ceremony.

Targets and Objectives:

Activity planning and individual target setting provides opportunities for YP to learn and make progress.

Achievement is recognised, measured and celebrated.

Facilities and Resources

Sleepover Club is situated in an annexe off the main school building.

The sleeping accommodation comprises of six twin rooms and two single rooms leading off one corridor. Each bedroom has an overhead hoist, sink and a TV. Boys and girls sleeping areas are separated.

Where possible, YP are placed with their chosen peers/friends. Shared bedrooms are very popular with students who often relate the experience to having a sleepover with their friends. However; bed types and risk assessments are considered before beds are allocated.

We also offer a bathroom with Jacuzzi bath, wet room and separate toilets. We have a lounge / dining area, activity room, a sensory/quiet room and a medical room.

The Sleepover Club grounds are enclosed and include a wheelchair swing, interactive activity panels, a summer house, lawn, soft surface areas and raised beds for horticultural activities.

Within the main school and grounds we are also able to access a hydrotherapy pool, rebound therapy area, library, IT suite, Forest School area and campfire, a yurt, poly tunnel, water feature and play area.

Some YP also access the school Scout Group which runs once a week after school during term time. Occasional trips and visits are planned and we also welcome visitors to Sleepover Club.

Lunch time clubs including Signed Singing, Computer and Library Clubs may also be accessed.

Activities:

Planned activities are centred on the principles of the Every Child Matters framework and include crafts, cooking, horticulture, culture and diversity, occasional trips and visits and inviting visitors to Sleepover Club.

Daily Living skills are an integral part of the routine within Sleepover Club and promote the development of independence and offer experiences to our sensory learners.

Sleepover Club Code of Conduct

YP have been consulted and have agreed a Code of Conduct for Sleepover Club. They will always strive to:

- Be calm, polite and kind
- Listen when other people are talking
- Be patient and wait their turn
- Work hard and let others do the same
- Take care of their own and other people's property
- Respect themselves and other people

Risk Assessments in Place

The Risk Assessments are considered with a view to the Deprivations of Liberty. Interventions have been put in place to safeguard the child. The RA will be reviewed regularly to ensure that liberties will not be restricted unnecessarily and where appropriate, we will work with parents in supporting the child to reduce dependency.

- Individual YP Level of Need and Risk Assessment – informs safe staffing ratios, staff training required
- Activities
- Trips and Visits
- Buildings and Grounds
- Fire evacuation
- Fire Risk Assessment
- Personal Emergency Evacuation Plans

Policies

Core policies as listed in Appendix 1 of the National Minimum Standards underpin the Statement of Purpose for Sleepover Club and include:

- Countering Bullying, including cyberbullying.
- Child Protection / Safeguarding – The Head Teacher is the Designated Safeguarding Lead for the school and the Head of Care and Family Support Worker are Deputy Safeguarding Leads. All are trained to a minimum Level 2. All other staff are trained to a minimum of Level 1. Annual refresher courses are accessed and the mandatory training is renewed every two years. We also acknowledge e-safety, Keeping Children Safe in Education and British Values.
- Discipline - All staff are committed to creating a positive and stimulating environment for YP. SCIPr (Strategies for Crisis Intervention and Prevention) training is undertaken by all staff and refreshed annually. A staff Code of Conduct is in place.
- Staff Disciplinary, grievance and whistleblowing.
- Care of boarders who are unwell, including First Aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies. – Staff in Sleepover Club receive annual training for Medicine Management, Epilepsy Awareness and the administration of Buccal Midazolam and Rectal Diazepam. Designated staff receive child specific training in administering gastrostomy feeds and competence, which is refreshed annually. Additional training which falls within the remit of residential staff is accessed accordingly to meet the needs of the YP. All staff receive First Aid training.
- Safety and Supervision on school journeys.
- Access to school premises by people outside the school.
- Pupil access to risky areas of school buildings and grounds.
- Health and Safety - The Site Manager takes responsibility for Health and Safety of the whole school and is supported by the Deputy Head of Care who oversees the Health and Safety of Sleepover Club. The Deputy Head of Care is a trained Fire Marshall and Risk Assessor. Fire drills are carried out at least once every half term within Sleepover

Club and recorded. A register of participants is kept to ensure that all staff and YP are included regularly.

- Pupil Access to a person independent of the school staff group – we have an Independent Visitor who is known to the YP. She is a volunteer in school and visits Sleepover Club at least once per term to spend time with the YP and make monitoring observations.
- Provision for pupils with particular religious, dietary, language or cultural needs.
- Supervision of ancillary, contract and ‘unchecked’ staff.

Admissions

The Admissions Policy known as “County Strategic Residential Educational Provision in Staffordshire Special Schools” recognises that the provision is a resource for all the YP on the school role or federation roll or through collaboration. However; the Panel can refuse to admit any YP whose risk assessment is exceptional should they feel the risk is too high for any YP or staff within the setting. This includes exceptional medical risks for who expected competencies are over and above what residential staff team can deliver.

The Admissions Panel is made up of the Heads of Care from the five County Residential Special Schools, the Senior Commissioning Manager – SEND (Special Educational Needs and Disability) and SEND Finance. Consideration is given to the needs of the young person and their families and to any multi agency services provision already in place. Funding from the LA must be agreed.

Decision making is transparent as all placements are considered on an individual basis as the Residential Monitoring responsibility for the overall provision remains with Staffordshire.

Applications are made in the first instance to the Head of Care who will then carry out a home visit or meet with the family/carer to determine the child’s needs. An initial Care Plan is put in place and a Risk Assessment is carried out. A Confidential Agency request is made to Social Care to ensure that there is no history of Safeguarding which may cause risk to the young person or others, or to property. Families are invited to visit the setting to determine suitability of beds etc. Applications are then presented to and considered by the County Admissions Panel.

If agreed, places are offered for one night for a period of six months. Up to two nights may be offered in accordance with the policy, but there is not capacity in Sleepover Club due to the current demand on places.

Set nights are determined by the Sleepover Club Leadership team according to age and need of YP in line with good practice. The number of YP admitted for each night is dependent on their needs and the level of support required ensuring safe staff ratios.

Parents are informed of the proposed placements which are reviewed by the Admissions Panel at the end of each six month period. Copies of the Admissions Panel Review Reports are sent to parents after review. The review input from Sleepover Club is informed by annual report documents which require parental feedback to measure the impact of the provision on each YP. Future plans for the YP development and progress are included in our recommendation for the following six month period.

Residential 1 (Res 1) placements or extended days can be offered as an alternative to Residential 2 (Res 2) or overnight placements; or as an opportunity to work towards an overnight stay.

The Res 1 placement is a package of support delivered by residential staff and linked into principles of residential education. The stay includes an evening meal and interaction with peers up until 8:00 p.m. or a time agreed with families and the Head of Care. Parents are expected to collect their child from Sleepover Club.

Some of the YP take time to settle at The Sleepover Club. We acknowledge that it may take some individuals longer than others to adapt to staying away from home, having to gain maturity and to cope with change. Therefore we set the pace of overnight placements to suit each individual. They may increase the time spent with us during the evening until they feel confident enough to stay overnight. We also recognise that families need to feel confident in our ability to care for their children and offer open communication to assure them.

Transition:

Planned exit transition between years 11 to 14 is vital for all YP, having a personalised pathway in place to support transition to adult services. Residential provision will cease as the YP enters YR 14. At Saxon Hill, we work alongside career advisors and Social Care to ensure best outcomes for YP. An annual Transition fair is held to provide families with the opportunities to see what is available and what best suits the need of the YP.

Vocational opportunities within the school organisation and our Community Interest Companies help to prepare YP for their future beyond school along with the development of independence skills supported in residence.

If demand exceeds capacity, it may be necessary to plan an earlier phased exit for some YP who have accessed the provision for a long period of time to ensure equity for all families.

Emergency Admissions:

In unique exceptional circumstances, YP may be granted a fixed term placement bed without going through the admissions panel.

In these situations, there has to be a known financial source for the placement from Education, Social Care or School.

The placement will be time limited and not exceed **8** sessions within an academic year and will **ONLY** be for the nights that Sleepover Club operates (weekends are not available).

In the 2016-2017 Budget there is an agreed fixed rate of £220 charge per night across all schools (average Matrix Level 3 pupil). However for pupils with exceptional high needs this would increase to £375 per night (based on RA Exceptional rate). Schools must ensure that they alert the commissioner at the initial request stage if the higher rate is requested.

The placement is only agreed where capacity allows.

The required Risk Assessment paperwork must be in place.

Requests for emergency placements should initially be made to the Head of Care or Head Teacher.

Funding

Funding is allocated to each school for each YP based on their Matrix Level plus an enhancement for those with higher Risk Assessment levels.

During the Autumn Term 2013 the Local Authority fully consulted schools on a Needs Based Model Review across all mainstream and special schools and from April 2014 the new rates were introduced based on this model.

DfE	School	Residential Matrix Level - 1 night pwk pa									
		Res 1 - Extended Day					Res 2 - Overnight				
		1	2	3	RA-High	RA-Excep	1	2	3	RA-High	RA-Excep
7003	Horton Lodge Special School	4,775	5,367	6,551	1,539	4,617	6,640	7,232	8,416	1,539	5,917
7006	Cicely Haughton School	6,456	7,048	8,231	1,539	4,617	8,263	8,855	10,038	1,539	5,917
7021	Walton Hall Academy	3,004	3,596	4,780	1,539	4,617	4,584	5,176	6,360	1,539	5,917
7024	Loxley Hall School	6,773	7,365	8,549	1,539	4,617	8,506	9,098	10,282	1,539	5,917
7039	Saxon Hill Academy	4,174	4,766	5,950	1,539	4,617	5,770	6,362	7,546	1,539	5,917

Short breaks

In addition to term time provision, we are also able to offer occasional day time activities during weekends and holidays or extended day activities which are funded through Aiming High for Disabled Children or supported by Liberty Staffordshire Community Interest Company. Placements under these circumstances may be offered to other students from within our local area who have a Statement of Special Needs / Education, Health Care Plan.

Overnight provision for the population of Saxon Hill Academy is also permitted under the recently amended guidelines from Ofsted.

Staff from other schools who are on the Staffordshire County Council pay roll and have current DBS checks may also support the day time only activities.

Monitoring Schedules

The Sleepover Club is inspected annually by Ofsted and is registered as inspected under the National Minimum Standards for Residential Special Schools, Part 1, section 6 of the Care Standards Act 2000.

Under these regulations, The Sleepover Club does not accommodate YP above and beyond the maximum stated 295 days per year.

In addition, monitoring is also carried out each term during Announced and Unannounced visits from representatives of the local authority, a peer Head of Care, Governor for Residence and Independent Visitor.

The HOC and Head Teacher also conduct internal reviews, data analysis and collation of action points and recommendations in addition to management of YP placements, reviews, appeals, parent/carer communication.

Promoting YP and Family Views / Consultation

YP views and choices are valued and sought at all times and are evaluated during our monitoring processes. Consultation (Children's) meetings are held each half term for each cohort of YP for whom it is meaningful.

We recognise that the feelings of our sensory learners who are unable to communicate are as equally important. We audit their responses to situations through observation so that we can measure their feelings.

Staff are trained in a variety of communication strategies including Makaton/BSL, Intensive Interaction, TASSELS and PECS to promote the inclusion of YP. Some YP have high tec communication aids or low tec alternatives to facilitate their communication needs.

YP representatives from Sleepover Club are on the School Council and are able to share our views and report back to us.

YP and parental feedback is also encouraged in response to our annual residential reports sent to families.

A 'KISS' (Keep, Improve, Stop, Start) audit is carried out amongst YP, families and staff. The findings are shared with the Local Authority and actions inform our Residential action Plan.

We promote an "open door" policy and welcome visits and phone calls from parents, guardians and Social Workers.

The findings from all of the monitoring processes inform the Residential Action Plan, CPD, Report to Governors, required resources, and operational practice.

Meeting Schedules

- Head of Care meetings – with peer Heads of Care and Lynne Barber (Special Educational Needs and Inclusion Services)– to share good practice, to be informed of new initiatives and keep up to date with any changes in policy and practice and to ensure consistency across the county Residential Special Schools.
- Admissions meetings – with peer Heads of Care, Lesley Calverley (Senior Commissioning Manager - SEND) and SEND Finance – to ensure equity when admitting new pupils to residence and reviewing current placements and to monitor the attendance and progress of the YP.

- Risk Assessment Moderation meetings – with peer Heads of Care, Lynne Barber and Graham Tague (Entrust) to moderate and seek evidence to support the risk assessment levels for YP individual Risk Assessments.
- Staff briefings – weekly meetings to inform of operational issues, keep up to date on new initiatives and legislation, CPD, discuss pastoral issues.
- YP meetings – every half term for each cohort for whom it is meaningful.
- Staff supervision – every half term. HOC is supervised by the Head Teacher, DHOC and Senior Shift Leader are supervised by HOC. Remaining staff are supervised by the Sleepover Club Leadership team.
- Annual Performance Management – provided by HOC. The Head Teacher provides the Annual Performance Management for the HOC.
- Child Protection and Child in Need meetings are attended by HOC or a designated senior representative.
- YP Annual Review / EHCP meetings – attended by Key Worker or designated senior staff member.
- Senior Leadership Meetings – attended weekly by HOC – to discuss strategic matters and School Development.

Revised: September 2016
 Approved by Governors: