

Strategic Residential Educational Provision in Staffordshire Special Schools For Staffordshire Pupils

This document sets out the Local Authority's vision for residential educational provision and the protocol and guidance for pupils accessing this provision in Staffordshire.

It sets out the Local Authority's expectations when considering residential provision and extensions to placements and it outlines the principles for admission to residential.

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Intranet:

<http://education.staffordshire.gov.uk/Pupil-Support/SEN-and-Vulnerable-Children/SEN-Funding-for-Special-Schools.aspx>

Staffordshire Cares Local Offer:

<http://www.staffordshirecares.info/send-reforms/Local-offer/SEND-Provision.aspx>

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Staffordshire Residential Special School Provision

Context

Staffordshire Local Authority has five special schools with a commissioned residential provision. OFSTED has recognised, through regular inspection, the outstanding quality of this provision. At the time of updating this document all of the five residential schools have recently been inspected under the new inspection framework and been judged as outstanding. This gives a shared foundation for Staffordshire Children's Service to embrace; ensuring that Children and Young People with additional needs in Staffordshire are in receipt of flexible, proactive, high quality support.

Vision

To support children to realise their potential through promoting and developing self-esteem and general wellbeing and life skills, this will enable them to be valued members of their home communities. Residential provision must provide value for money and deliver good outcomes for C&YP

The five residential schools are:-

Name of School	Provision	Address and Contact Details
Manor Hall Academy Trust - Cicely Haughton Community Special School Primary	Social, emotional and mental health needs Primary mixed gender	Cicely Haughton Westwood Manor Wetley Rocks Stoke on Trent ST9 0BX
Loxley Hall School Academy Trust	Social, emotional and mental health needs. Secondary Boys	Loxley Hall School Stafford Road Loxley Uttoxeter ST14 8RS
Horton Lodge	Physical Disability & Generic Primary Mixed Gender	Horton Lodge Rudyard Leek ST13 8RB
Saxon Hill Academy – Shaw Education Trust And Physical Disability Support Service	Physical Disability All age Mixed Gender	Kings Hill Road Lichfield WS14 9DE
Walton Hall Academy, Shaw Education Trust	Generic Secondary Mixed Gender	Stafford Road Eccleshall Stafford ST21 6JR

The above schools have some shared features in that they:-

- ✓ Offer a resource which is part of an integrated Children and Young People service.
- ✓ Put Children and Young People (C&YP) 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.

All the schools also have features which are more specific to their setting, for example:-

Manor Hall Academy Trust, Cicely Haughton and Loxley Hall Schools (4-16)

Manor Hall Academy Trust comprises of Cicely Haughton and Loxley Hall schools which offer residential education for children and young people age 4 – 16 years with Social, Emotional and Mental Health difficulties.

Residence provides opportunities for our children and young people to experience a positive environment where the aim is to develop emotional and social skills for lifelong learning, increasing resilience and independence via secure and successful relationships.

Our Research Based Practice and rigorous self evaluation ensures that we can analyse and track individual progress and target areas requiring additional support. Our delivery is underpinned by our residential desired outcomes.

We focus on promoting and modelling positive behaviour and mutual respect is a key ingredient to the success of our organisation.

Cicely Haughton School

A central ethos of residential life is the involvement of children in their care and in the running of the residential houserooms. Their views, wishes and feelings are at the centre of everyday practice and a great strength of the service.

The integrated curriculum provides strong links between school and residential staff, joint working means that children have continuity of care, stability and support.

Children enjoy a fantastic range of enjoyable, creative and stimulating activities, promoting and enabling self-esteem and confidence as they try new activities.

Loxley Hall School

Loxley offers secondary age residential provision for boys, with accommodation situated within 2 'domestic houses'. The creation of this homely atmosphere enables us to prepare our youngsters along the road from dependence to independence.

Staff display Unconditional Positive Regard for all students and provide them with a safe, supportive, inclusive, positive and rewarding experience.

The 'Whole School' approach and seamless service with education, underpins each young person's overall progress. Great emphasis is put on offering numerous and varied activities which can all be used as a vehicle to develop their emotional and social skills, their self-confidence and ability to manage their own behaviour. This helps them to develop an understanding of citizenship and their place in wider society.

Walton Hall Academy (11-18)

Walton Hall Academy offers a quality residential experience to children and young people. Many of our children and young people benefit from the social integration opportunities and exposure to new experiences offered through our structured and progressive social and educational activities programme. Our skilled residential Team provide outstanding support, personalised care and guidance to promote confidence, self-esteem and develop valuable independent living skills. Our accommodation consists of Goldstone House - offering accommodation for girls, Shugborough House and Gainsborough which offer accommodation to boys.

Our philosophy and vision is linked to providing a twenty four hour educational curriculum that offers opportunities for children and young people to extend and reinforce learning within a safe and supportive environment. CYP are actively encouraged to express their views and wishes, and the “children’s voice” is a strong element within the service.

The Academy’s established working relationships with parents/ carers and multi agencies ensure there is active and effective involvement in the school and residential experience. Pupil progress is tracked, and transitions carefully planned to give pupils the best possible outcomes for the future.

Horton Lodge Community Special School (updated)

Horton Lodge is situated in the village of Rudyard approximately three miles outside the town of Leek and is a local authority maintained residential special school for children aged two to eleven years with physical disabilities and associated learning difficulties. Many of the children have additional medical, sensory and communication difficulties.

The residential provision, known as Kipling is located in a separate wing of the school. It provides a valuable opportunity for the children to take part in age appropriate and accessible activities and to develop relationships alongside social, physical and independence skills. This is achieved in a stimulating and caring environment where pupils feel confident and safe.

Saxon Hill Academy

Saxon Hill Academy's residential provision is known as Sleepover Club. In line with the specialism of the school, Sleepover Club enables children with physical, medical, communication and sensory needs to develop their social, physical and independence skills within a safe, vibrant and homely environment.

Our highly skilled and trained team provide tailored therapies and learning to support the child's individual learning pathway and so aid them to reach their full potential. As a result, strong relationships are built up between the school and families who value the support, respite and quality time to spend with the child's siblings.

Children enjoy Sleepover Club and report that they feel safe and are happy. They enjoy the opportunity to 'sleep over' with their friends and have fun in a nurturing environment where they learn and progress. Further learning opportunities are presented with our engagement in the 'Children's University Trust' whose aim is to promote learning by trying new experiences and developing new interests and skills outside of the school day. By participating in the activities, we aim for Young People to meet the aspirations of the trust in that they will:

- raise aspiration, self-esteem & confidence
- encourage curiosity and a love of learning
- enhance motivation and build resilience
- introduce new life experiences
- offer progression in learning and personal skills development

Children are proud of the progress they make and we hold an annual 'Graduation' ceremony where all our children receive their awards. All other achievements and milestones are celebrated as they occur.

Families report how the skills that their children learn are transferred to the home environment. Experiences are offered to sensory learners to stimulate them and to develop early stages of communication. Our school based resources such as hydrotherapy, rebound therapy, forest school, sensory classrooms and outdoor classroom, provide for exciting learning within our setting.

In line with the ethos and values of Saxon Hill Academy and the Shaw Education Trust, Saxon Hill Sleepover Club works closely with our children and families to equip them with the skills and confidence to be ready to engage and thrive within their communities beyond school and into adult life.

Principles for Admission to Residence

1. Recognition that the provision is a resource opportunity for all the C&YP on the school roll.
2. Acknowledgement that the residential special school service has a preventative role which supports and contributes to the SCC strategy and limits the financial liability on the County Council in respect of resources offered by social care.
3. Decision making is transparent as all placements are considered on an individual basis and go through Staffordshire's Residential Admission Panel as the Residential Monitoring responsibility for the overall provision remains with Staffordshire.
4. Best practise to avoid any C&YP having consecutive nights away from home at different residential provisions. Should this occur, there needs to be an agreed agency hand-over of the C&YP.
5. Integration is embedded with school, families, services and out of county and introduction into residence may be phased and exit transition should always be planned for – Res1 and Res2
6. Exit transition in years 11 to 14 is vital with all relevant agencies and having a personalised pathway in place to support transition to adult services. Pupils entering NCY 11 and above should have their residential provision gradually reduced to ensure all residential provision is terminated by the end of the pupil's spring term of their last year in attendance at the school.
7. Exit transition in year 6 – pupils entering NCY6 should have their residential provision gradually reduced to ensure all residential provision is terminated by the end of the pupil's spring term of NCY6 with the exception of all age provision. This would parallel the practise implemented for Y11 to Y14 C&YP. This approach from Education is being adopted to enhance the joint commissioning with social care and health and if appropriate to personalise resources to support transition at the earliest possible point.
8. Clear review minimum x twice annually (6 monthly) of the placement plan. Accountability for this to be actioned rests with the individual school. The review information must provide the LA and family with information on attainment and progress on the agreed outcomes (e.g. life skills audit)
9. Placements will be provided to meet the SEND needs of the pupil and would be time limited linked to demand for places, review outcomes and review multi agency review requirements
10. Personalised provision for all C&YP
11. Frequency, of no more than two residential sessions per week
12. Emergency placement protocols adhered to and school to confirm the source of funding for residential 1 and 2 and emergency placements.
13. Staffing Ratios linked to RA Levels, it is for the schools to determine the mix of levels is adequately staffed and pupils grouped appropriately.
14. Risk assessment level agreed annual moderation exercise actioned with all five schools participating
15. Depending upon the circumstances, once Panel approval has been granted and the residential placement has broken down a return to residential is permitted within six months without requiring updated panel approval. School to inform LA Commissioner and LA Finance.

16. The school has the right to terminate the residential placement for a C&YP if they feel it is no longer appropriate for the C&YP or for others in the setting. (School to use internal processes to notify parents and a copy of this communication to be sent to the local authority).
17. The LA or School has the right to terminate the residential provision after a considerable amount of absences have been recorded. However contact should be made to the LA to discuss particular concerns at the earliest opportunity.
18. The Panel can refuse to admit any C&YP whose risk assessment is exceptional should they feel the risk is too high for any C&YP or staff within the setting. This includes exceptional medical risks for who expected competencies are over and above what residential staff can deliver.
19. Residential settings are encouraged to be flexible regarding maximum use of the setting (e.g. an approved waiting list).
20. All pupils accessing residential provision will be recorded on the One Database by the local authority therefore providing a shared database across SCC.
21. School to complete electronic residential registers and submit to local authority (andrea.partidge@staffordshire.gov.uk) on weekly basis by Monday Mid-day at the latest. The register must include all pupils accessing residential provision regardless of LA and commissioning responsibility.
22. For non-Staffordshire LA funded pupils, following panel agreement the school to confirm funding from the other LA before admission commences. At the closure of a placement for a non-Staffordshire local authority funded pupil commissioners to be informed.
23. Parental contribution - A parental written signed and dated contribution for admissions, reviews, panel decisions.
24. RA amendment during a residential placement should be fed back to the commissioner with a copy of new or amended risk assessment.
25. Avoidance of commissioner double funding e.g. residential absence due to respite should wherever possible be avoided best practice would be for the residential setting to have two weeks' notice of respite to try and give another CYP a residential opportunity.
26. Residential review documentation must demonstrate outcomes, eg schools might choose to use a Life Skills Audit.

Awareness Raising of Residential Provision

1. Summary of provision included within the school prospectus and website
2. Induction into the school via discussion with all children, their parents / carers, along with other professionals, who are given a guided tour of the school prior to their formal admission meeting at the school.
3. The opportunity to access residential for a C&YP can be sought by a variety of stakeholders eg. C&YP, parents / carers, other staff within the school, funding / home local authority.

4. On agreement of placement, individual school's Residential Statement of Purpose is shared with C&YP and parent / carer. Authority's current Residential Educational Provision in Staffordshire Principles and we explain to parents / carers the Residential Admissions Panel meetings and processes
5. On-going discussions continue with all of our young people who do not take up the offer of applying for Residence eg with Tutors, School based Key-Workers, Family Link Workers or at any type of review

Actions required by school prior to Application being submitted to Panel

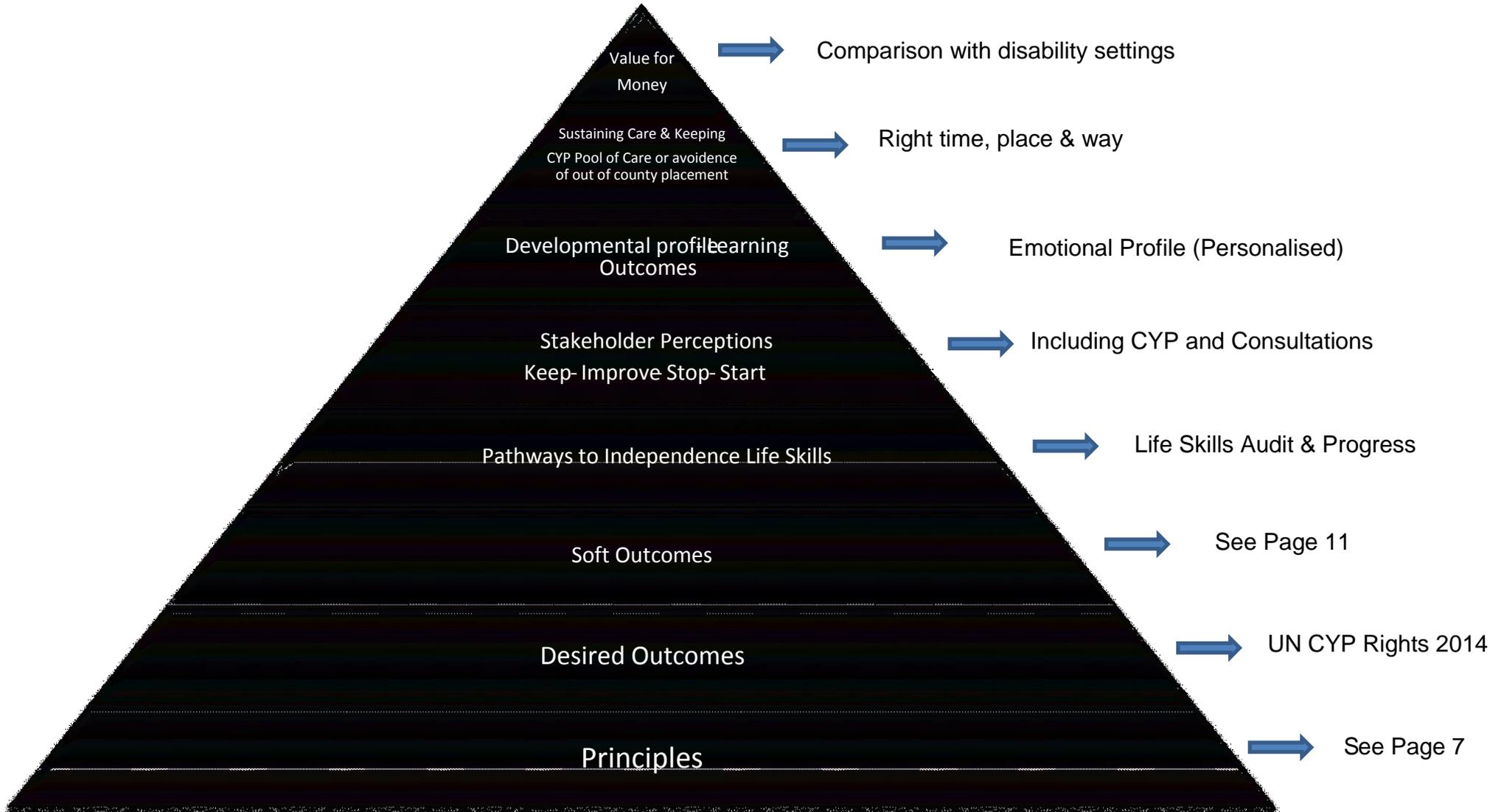
1. If the student's needs can be met safely.
2. Is the provision suitable and is it likely to offer a positive experience/outcome?
3. Impact of student on others
4. Impact of others on students
5. Groupings and unit discussed with Residential Team
6. Gathering of student information from multi agencies and school history/incidents
7. Produce a risk assessment
8. Panel decisions based on knowledge
9. Home/school visit pre-admission

Funding

2016-2017 Element 3 Top Up Values

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

Summary Impact of Residential Special School Provision

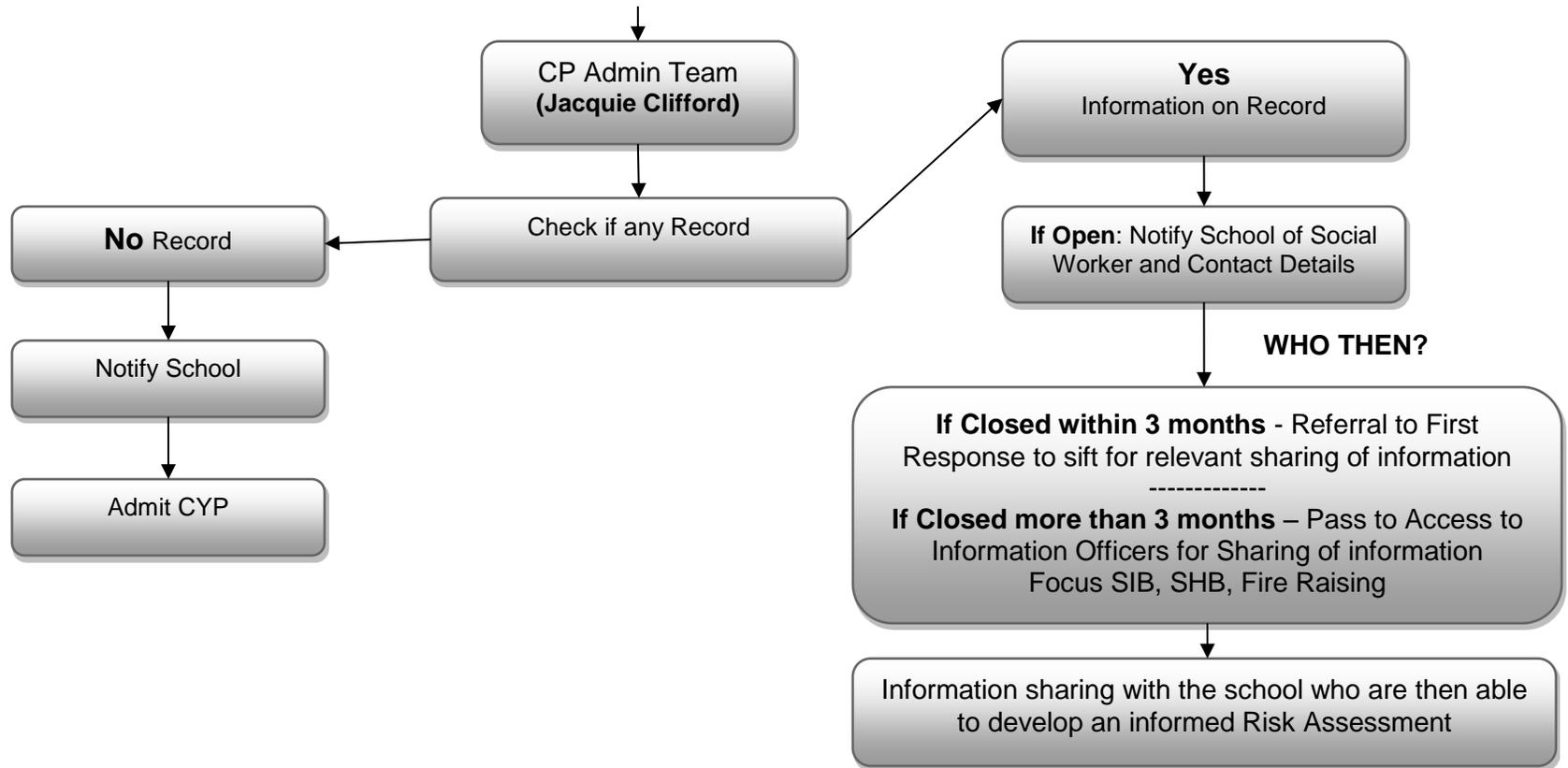


How Residence has an impact on C&YP and their Families

- The residential provision has been established to provide opportunities for those young people needing support to develop their intellectual, physical, personal, social, communication and independence skills.
- The residential provision works in partnership to promote inclusion and well-being and develop the confidence, competence and independence of the CYP. This will be undertaken by offering support, advice and guidance to achieve the best possible outcomes for our CYP
- It helps to develop children's skills both socially and academically in a range of ways.
- To provide support, encouragement and new life experiences for our young people.
- Teach them the importance of respecting each other.
- Creates an environment in which young people can build appropriate relationships with adults, learn to cope with their feelings and to thrive.
- Through our residential panel, children are given a voice in how the residential side of school is developed. This also develops conversation and listening skills.
- Structure is provided through daily living routines, group activities and one to one time with keyworkers.
- Encourage a sense of pride in their appearance.
- Positive behaviour is noticed and celebrated.
- Time enables them to develop their own independence and encourages positive peer interaction.
- To keep the CYP healthy and safe.
- Participating in their community and learning life skills and emotional resilience.
- Parents are co-produce all target areas and participate in admissions, reviews and exit arrangements.
- Build positive relations with parents/carers through regular communication.
- Regular updates via school journal/diary/newsletter.
- To support parents/carers in the C&YP's ability to develop new skills that can be transferred from school to the home setting or in an independent or supported living environment.

Safeguarding Residential Admission Checks

If the CYP has a Social Worker then the request would go to the Social Worker
If No Social Worker

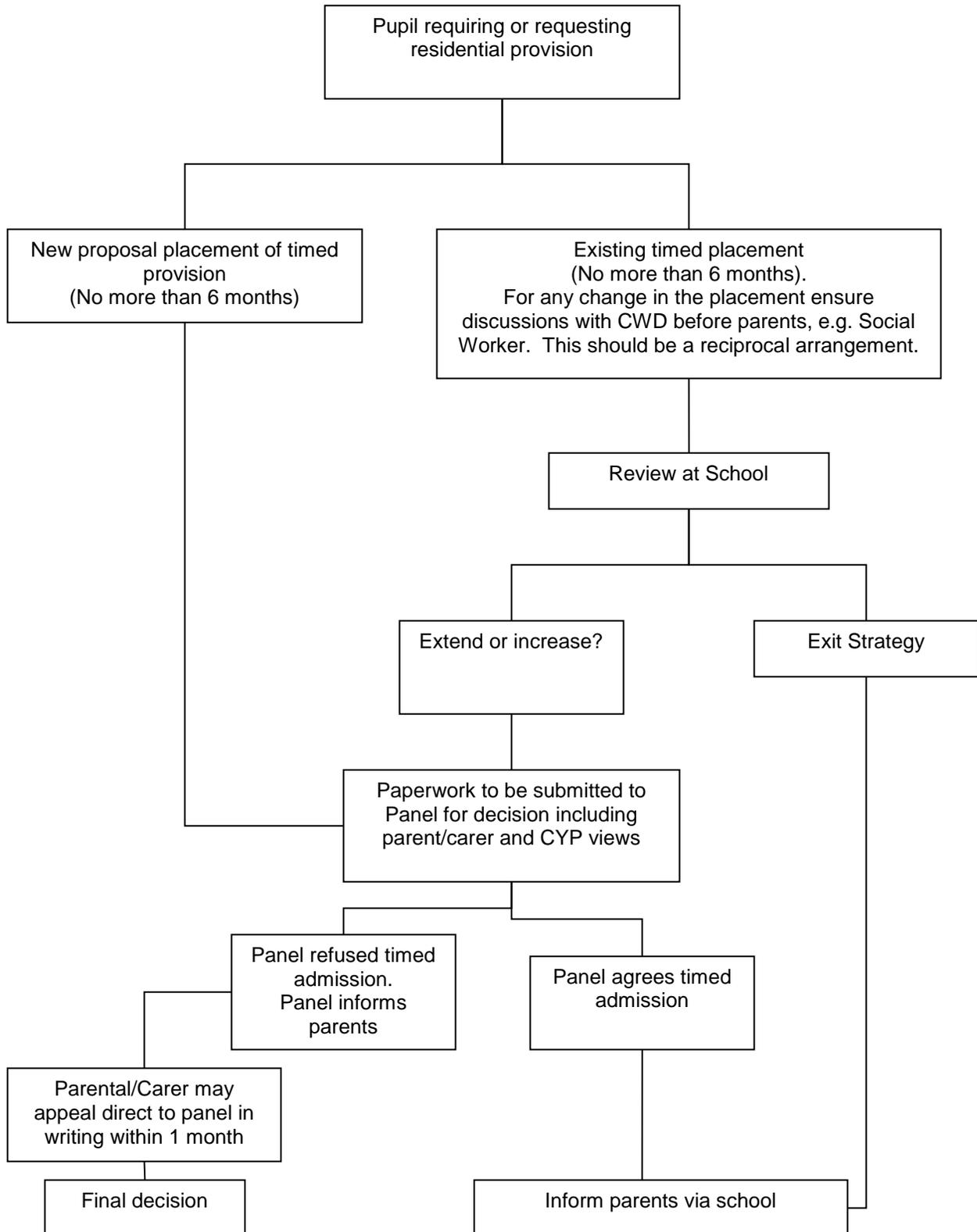


Residential Admission Panel – Expectation for admission meetings

1. Meetings will be held on the Wednesday of the second week after the half term holidays.
2. Six monthly review paperwork to be submitted by the Friday prior to the half term holiday to enable collation of pupils to be considered and sharing with wider officers within the LA. Ideally the list of pupils who are to be reviewed should be forwarded in advance.
3. Heads of Care are to ensure all pupils receive their six monthly reviews.
4. Within the review paperwork the outcomes section has to be clear about what impact the last 6 months of residential provision has had for the pupil e.g. what has been achieved – has this prevented the pupil from going into care, in what way has their independence skills improved, what can they do now that they couldn't do 6 months ago etc. because of residency.
5. For the outcomes in the school recommendation section of the review paperwork we need to be clear about what in the future (short and/or long term) you hope residential provision will provide for the pupil as we need to be clear of the purpose of the residential provision with an outcome that explains what it will give, do or make possible for the pupil. All schools to consider using the Audit Skills tool as a quantitative measure of progress.
6. On closure of residential placement the final outcome must be recorded.
7. Paperwork in support of pupils requesting residential provision must be complete and available at the meeting otherwise the pupil will not be discussed. Please note that where paperwork from parents/carer is completed by a member of staff at the school it must be signed by the parent/carer.
8. Schools must provide information on what respite or other provision the pupil is accessing and must be shared at the meeting. Should at a later date it is discovered that the pupil has access to additional provision, consideration will be given of residential provision cessation at the next 6 monthly review
9. All members of the panel to both support and challenge the school, parent/carer and pupil recommendations at the meeting.
10. The panel is likely to be expanded to incorporate representative from Families First in the future. Ideally a quality assurance exercise can be carried out prior to the panel meeting to consider the 6 monthly reviews and only those where recommendations are being challenged will then be discussed at the meeting.

11. No child or young person in their last year at a setting should be accessing more than one night Res1 or Res2 per week and the residency should be closed completely by the Spring term. In addition no NCY14 should access residential provision in their final year of education. Exceptional circumstances for all age settings.
12. Conflicts of interest must be declared at the commencement of the meeting with regard to any individual child or young person.

Residential Admissions Process

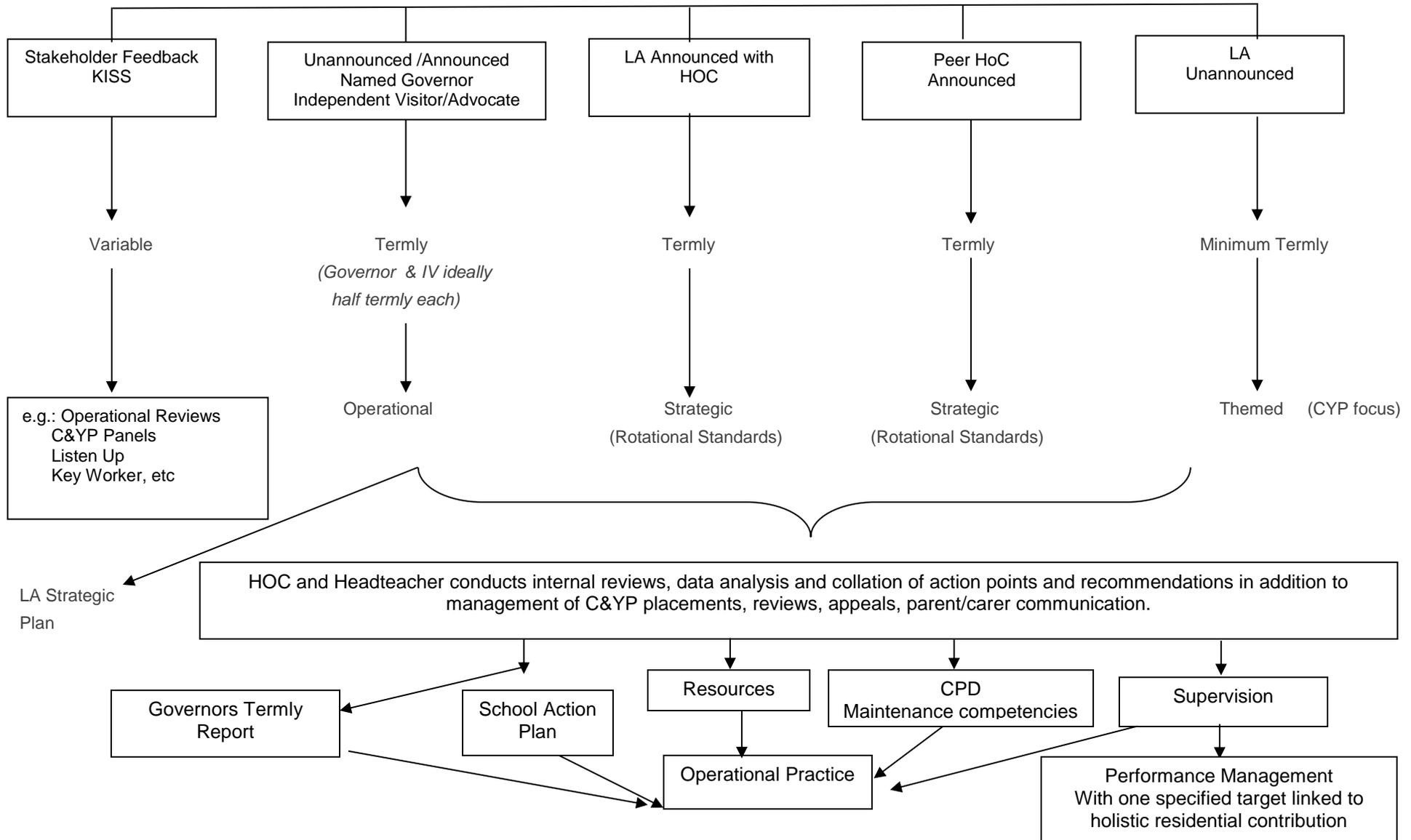


Residential (Res2) Emergency Placements

Protocols

- In unique exceptional circumstances, a C&YP may be granted a fixed term placement bed in one of the schools without going through the admissions panel.
- The placement is only agreed where capacity allows
- Known financial source from Education, Social Care or School.
- The placement will be time limited and not exceed **8** sessions within an academic year
- The emergency placement will **ONLY** be for the nights that the particular setting operates (weekends are not available).
- To support whilst social worker finds accommodation for C&YP
- Family emergency – hospitalisation / operation of parent / carer
- Unexpected crisis situation within the family of the C&YP
- 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 initial request stage if the higher rate is requested.
- **ALL** Emergency Placements must be agreed by the Headteacher where capacity allows.
- Risk assessments to be emailed.
- Emergency Form to be completed and submitted to send.tippingst@staffordshire.gov.uk for **ALL** Emergency Placements
- **ALL** Emergency Placements to be recorded on the electronic register submitted to the local authority.

Residential Provision Monitoring in Staffordshire



In addition to the above there is an Annual (April–April) Residential Ofsted Inspection

RESIDENTIAL ADMISSION APPLICATION			
School			
Name			
Address			
DOB		NCY	
Date of Annual Review			
Date of admission to school		Date of Application	
Funding Local Authority			
If not Staffordshire has funding been agreed? <i>Please attach written agreement if applicable</i>			
PROFILE OF NEED FOR RES1/RES2 (Including home circumstances)			
OTHER AGENCY INVOLVEMENT / SHORT BREAK PLACEMENT			
OVERVIEW OF RESIDENTIAL RISK ASSESSMENT			
Residential Risk Assessment Level (<i>low, medium, high, exceptional</i>)			
School Recommendation (<i>Res 1 / Res 2 / Number of nights</i>)			
Proposed start date of admission (<i>Always quote the Monday of the wk</i>)			

PARENT / CARERS FORM			
Name of Child			
DOB of Child			
How will a residential placement help my child to develop?			
How will this short break help our family?			
Information I would like the Panel to be aware of			
<p>By signing this form I confirm that I have parental responsibility and consent to allow the Residential Special School Staff to work with the above child. I understand that:</p> <ul style="list-style-type: none"> ◆ They may share the information they gather with other staff within the County Council including colleagues within the social care setting and be added to their records. ◆ Such information may be kept in a secure electronic file. ◆ If I wish to see the information held I need to contact the relevant Residential School, I will then be told how I can access this information <p style="text-align: center;">When appropriate staff have a legal duty to share information with other agencies</p>			
Signed		Date	
Relationship to Pupil			

C&YP's VIEWS

Name

Why would you like to stay in residence?

SIGNED

Date

RESIDENTIAL SIX MONTH PLACEMENT REVIEW			
School			
Name			
DOB		NCY	
Date of admission to residency		Res 1 number of nights	
Date of last Review		Res 2 number of nights	
Review Period from		Review Period to	
Total number of potential nights		Actual number of nights in residence	
Reason for residential absences			
Is pupil currently accessing other provision?			
Current Risk Assessment Level (low, medium, high, exceptional)		Has the Risk Assessment Level changed and if so what to?	
Funding Local Authority			
REVIEW MEETING			
Date		Time	
Venue			
Panel members	Senior Commissioning Manager - SEND; SEND Finance, Heads of Care from the five residential Special Schools. (Loxley Hall, Saxon Hill, Cicely Haughton, Walton Hall and Horton Lodge)		
Reason for Initial Placement (target area)			
Impact/ Outcome of last 6 months	School		
	Parent		
	Pupil		
School Recommendation / Reasons / Outcome for next 6 months			

REVIEW PANEL OUTCOME	
Panel Judgment	
Appeal Process	
<p>If you wish to appeal against the panel decision then you must be able to supply additional information and the request must be made in writing addressed to the Head of Care of the school and must be made within one month of the date of the panel decision.</p> <p>It will then be submitted to the next Residential Admissions Panel where it will be looked at by the panel. They will look at the balance of your son's/daughter's needs against the needs of others and will ensure that procedures have been followed appropriately. You will be contacted again in writing soon after the appeal with the agreed outcome.</p> <p>If you are still unhappy with any decision that may be made, you may wish to then contact:-</p> <p style="text-align: center;">Julie Stevenson County Improvement Manager - Educational Inclusion Staffordshire County Council Tipping Street, Stafford, Staffs, ST16 2DH Tel 01785 278945 julie.stevenson@staffordshire.gov.uk</p>	

EMERGENCY RESIDENTIAL PLACEMENT RECORD			
School			
Pupil			
DOB			
RES 1 or RES 2 ?			
Date of emergency residential placement required from and to			
Total number of nights over this period			
Risk Assessment Level			
Measures of Control			
Name of person request from and their relationship to the pupil (eg parent, social worker)			
Purpose / Reason for placement			
Has funding been agreed? Please provide details of who has agreed funding and their contact details. Please include date and time of agreement			
Please provide cost centre and G/L code for internal charges or contact details for invoice to be sent to			
If no funding agreed please confirm placement costs to be met from within school budget			
Form completed and signed by		Date	
Parent/Carer agreed to emergency placement action			

Please return completed form to SEND.tippingst@staffordshire.gov.uk

****Confidential****

Confidential Agency Request

The young person detailed below has the opportunity of accessing residential provision at our school.

School			
Name of Young Person		D.O.B	

We understand that the aforementioned child does not have a designated social worker. Please provide us with the following information as part of multi-agency Safeguarding procedures.

Name of Agency	
Address	
Telephone Number	
Historic Involvement	
Current Involvement	
Concerns about a residential placement	Please provide any concerns about Sexually Harmful Behaviour , either as a victim or perpetrator – Serious Self Harm or Fire Raising
Name Position Held	
Signed	
Date	

Many thanks for your time.
Head of Care

Please return completed form to: The Head of Care at the School

Young people Profile of Need and Risk Assessment Criteria

	Medical	Feeding	Personal Care	Moving and Handling	Communication	Behaviour	Sleeping	Emotional Wellbeing	Bedroom Placement
EXCEPTIONAL	<ul style="list-style-type: none"> Likelihood of impaired breathing Specific medical condition which may require medical intervention 3 or more High risk medical needs Oral suction on oxygen 	<ul style="list-style-type: none"> Nasal Gastro 					<ul style="list-style-type: none"> Likelihood of seizures during the night or on waking. 	<ul style="list-style-type: none"> Inability to ignore others' behaviour Needs constant supervision in free time Acts out when faced with difficulty Cannot moderate own reactions Detachment disorders suicidal thoughts Mental Health issues 	<ul style="list-style-type: none"> Single room required due to SHB, SIB or severe behavioural issues
HIGH	<ul style="list-style-type: none"> Likelihood of seizures Emergency rescue medication prescribed Shunt in place Gastrostomy medication Catheter care required. Likelihood of pressure sores 3 or more regular medications prescribed Severe allergies Registered blind/sensory impairments Unable to maintain temperature Child specific staff training required 	<ul style="list-style-type: none"> Gastrostomy feeds Totally dependent SLT feeding plan in place Risk of aspiration Severe allergies Specialised diet Conditions 	<ul style="list-style-type: none"> YP totally dependent 2-1 or 1-1 support required 	<ul style="list-style-type: none"> 2-1 support required Staff facilitation of manual wheelchair Unable to weight bear Low muscle tone High muscle tone VP shunt in place VNS or other implant in place Spinal rods Personal Evacuation Plan 	<ul style="list-style-type: none"> No reliable means of communication 	<ul style="list-style-type: none"> Behaviour plan in place Possibility of harm to self or others. Behaviour demonstrates moderate risk to self or others Age inappropriate touching Victim of abuse single bed place Implicit trust to an unknown adult/CYP (Stranger/danger) 	<ul style="list-style-type: none"> Specialist bed required. Sleep system required Requires turning. Overnight pump feed Listening device required Likelihood of getting out of bed other than for bathroom needs 	<ul style="list-style-type: none"> Total over reaction to basic requests Cannot take responsibility for own actions 	<ul style="list-style-type: none"> High medical needs during the night Safeguarding from impact of others or themselves
MEDIUM	<ul style="list-style-type: none"> Daily medication required Occasional seizures. Requires glasses Requires hearing aids 	<ul style="list-style-type: none"> 1-1 support required 	<ul style="list-style-type: none"> 1-1 support required 	<ul style="list-style-type: none"> 1-1 support for hoisting 1-1 support for transferring Mostly independent in manual wheelchair Uses electric wheelchair 	<ul style="list-style-type: none"> Uses a communication aid 	<ul style="list-style-type: none"> Obsessive behaviours 		<ul style="list-style-type: none"> Cannot cope in groups No perception of sharing or taking turns Very low self esteem 	
LOW	<ul style="list-style-type: none"> No/PRN medication 	<ul style="list-style-type: none"> Independent Minimal assistance 	<ul style="list-style-type: none"> Independent Minimal assistance 	<ul style="list-style-type: none"> Ambulant. Transfers independently Minimal supervision required 	<ul style="list-style-type: none"> Verbal communication 	<ul style="list-style-type: none"> Low or no concerns 	<ul style="list-style-type: none"> Regular checks by night staff are sufficient 		

REF	
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Residential Risk Assessment External Verification

Name	School	DOB	NCY

Evidence checklist (NB: All evidence must be dated)	Y/N or n/a	Helpful / Not Helpful / Comments
Pen Portrait		
Highlighted matrix and optional secondary need		
Student current resource levels for pupil both day and residential if applicable		
IEP/IBP/RMP Analysis		
Relevant & Recent Risk Assessments		
Incident Sheets/ Physical Intervention reports analysed and presented visually		
Care Plans		
Relevant therapist / medical reports		
Other useful documents (please specific)		
Impact that residential provision has had on C&YP		
Parent and C & YP views (as relevant)		
The last review paperwork (residential)		
Outcomes		
Chronology of incidents		

RA Grade	Low	Medium	High	Exceptional
Verified Grade				

Any notes or suggestions that will inform future improvements

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Verifiers	Date

Observers	Date

(Please write name clearly)

Glossary	
DOB	Date of Birth
EHCP	Education Health and Care Plan
C&YP	Children and Young People
CWD	Children with Disability
LA	Local Authority
NCY	National Curriculum Year
Res1	Residential Extended Day
Res2	Residential Overnight Stay