

# 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: [mbuxton@saxonhill.staffs.sch.uk](mailto:mbuxton@saxonhill.staffs.sch.uk)  
Head of Care: [kthomas@saxonhill.staffs.sch.uk](mailto:kthomas@saxonhill.staffs.sch.uk)

### **Current number of pupils on role:**

94

### **Senior Leadership Team:**

Head Teacher: Melsa Buxton  
Deputy Head Teacher: Melanie Newbury  
Assistant Head Teacher: Maggie Candlish  
Head of Care: Kim Thomas  
Business Team Manager: Wessley Morris

### **Chair of Governors:**

Ian Weetman

### **Governor with responsibility for residence:**

Denise Astley

### **Safeguarding Officers:**

Head of Care: Kim Thomas (DSL)  
Family Support Worker: Helen Bowers (DDSL)  
Deputy Head Teacher: Melanie Newbury (DDSL)

### **Governor with responsibility for Safeguarding:**

Ian Weetman (Chair)

### **Independent Visitor for Residence:**

Pauline May

### **Date of Last Ofsted Inspection:**

7<sup>th</sup> – 9<sup>th</sup> March 2017

### **Outcome:**

Outstanding in all areas.



**Residential Team:**

		<b>Professional Qualification</b>
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
	Caroline Lycett	NVQ L3 Health/Social Care CYP L4 Leadership/Management
	Sarah Carter	L3 Diploma in Early Years & Young People's Workforce. (Plus top up Social Care Units)
	Andrea Chambers	L3 Diploma in Childcare & Education.
	Darren Smith	L3 Diploma commenced
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 a school for Young People who have complex physical, medical, sensory and learning needs aged between 2-19 years.

The school encourages pupils 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 that the residential education provision provides. In line with school, our activities are differentiated into three learning pathways to meet the needs of the pupils :- Sensory, Emerging and Developing.

Through our planned 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 staff have received training on this topic.

Our community engagement provides valuable outcomes for our pupils, 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.

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

## **Residential Education Provision**

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

We offer individually tailored, quality overnight and extended day educational care over four nights (Monday to Thursday) and in to Friday mornings during term time. The offer is open to students of the school who are aged from 4 years and who are in full time education at the

school. There is a phased exit plan for pupils approaching their final year in school and residential educational provision will cease by the end of Yr. 13 or the penultimate year in which they attend school.

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 pupils, 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 a pupil sharing a room, we will try to accommodate them in an alternative bedroom if possible.

Parents and pupils 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 pupils to be able contact family or friends. Those 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 procedure helps to safeguard 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 pupil 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, 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 pupils have the right support to:

- Stay safe

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

Using an holistic approach, 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 and to be able to express their feelings.
- 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 the development of life skills
- Have the concept of their role as citizens in society
- Integrate into the wider community

### **Processes to achieve these Aims:**

#### **Staffing:**

Individual pupil Risk Assessments govern the numbers allocated for each night ensuring safe and practical staff ratios.

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

Extensive staff training enables the needs of the pupils 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 pupils.

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.

Pupils 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 pupils 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, pupils are placed with their chosen peers/friends. Shared bedrooms are very popular with pupils 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 a 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 pupils 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 to enhance learning and offer different experiences.

Lunch time activities 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

Pupils 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 Pupil 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 of Care is the Designated Safeguarding Lead for the school and the Deputy Head Teacher and Family Support Worker are Deputy Safeguarding Leads. All are trained to a minimum Level 4. 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, the 'Prevent' agenda and British Values.
- Discipline - All staff are committed to creating a positive and stimulating environment for pupils. 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 are assessed on their competency, 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 pupils are included regularly.
- Pupil Access to a person independent of the school staff group – we have an Independent Visitor who is known to the pupils. She is a volunteer in school and visits Sleepover Club at least once per term to spend time with the pupils and make monitoring observations.
- Provision for pupils with particular religious, dietary, language or cultural needs.
- Supervision of ancillary, contract and 'unchecked' staff.

## **Admissions**

Along with the other Residential Special Schools within the County, we have the autonomy to manage Admissions within the constraints of our residential budget.

Residential educational provision is a resource for all the pupils on the school role. However; the Panel can refuse to admit any pupil whose risk assessment is exceptional should they feel that the risk is too high for the pupil 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 a combination of the Head of Care, Deputy Head of Care, Senior Shift Leader, Head Teacher, Senior Leadership Team member and the Governor for Residence. 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 and are deliberated by Saxon Hill Academy Residential Admissions Panel.

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 School Admissions Panel.

If agreed, places are offered for one night for a period of six months when it will be reviewed. 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.

Where it is known that a pupil will be absent, the placement for that night may be offered to another pupil who has previously been agreed by the Admissions Panel.

Set nights are determined by the Sleepover Club Leadership team according to age and need of the pupil in line with good practice. The number of pupils 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 and will be shared with the LA. The review input from Sleepover Club is informed by target setting and progress, how the residential placement influences and impacts on the educational progress and experiences of pupils and annual report documents which require parental feedback to measure the impact of the provision on each pupil. Future plans for development and progress are included in our recommendation for the following six month period.

The Head Teacher and Head of Care will meet with the LA once per term to provide a narrative report.

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. We must be mindful of an 80% (R2)-20% (R1) split as agreed with the LA.

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 pupils take time to settle at 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 is vital for all pupils, having a personalised pathway in place to support transition to adult services. Residential educational provision will cease as the pupil reaches the end of Yr. 13 or their penultimate year in attendance at school. At Saxon Hill Academy, we work alongside career advisors and Social Care to ensure best outcomes for pupils. An annual Transition fair is held to provide families with the opportunities to see what is available beyond school to best suit the need of their child.

Vocational opportunities within the school organisation and our Community Interest Companies also help to prepare pupils 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 pupils who have accessed the provision for a long period of time to ensure equity for all families.

### **Emergency Admissions:**

In unique exceptional circumstances, pupils 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).

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).

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 pupil based on their Matrix Level plus an enhancement for those with higher Risk Assessment levels.

### **Short breaks**

In conjunction with 'Liberty', a Staffordshire Community Interest Company, 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.

### **Monitoring Schedules**

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 pupils 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 pupil placements, reviews, appeals, parent/carer communication.

## **Promoting Pupil and Family Views / Consultation**

Pupil views, choices and decision making 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 each individual. Some pupils have high 'tec' communication aids or low 'tec' alternatives to facilitate their communication needs.

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

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

An annual 'KISS' (Keep, Improve, Stop, Start) audit is carried out amongst pupils, families and staff. The findings are shared with the Local Authority.

We promote an "open door" policy and welcome visits by arrangement 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, Graham Tague and Emma Wilks (Entrust) – 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 Panel meetings – to ensure equity when admitting new pupils to residence and reviewing current placements and to monitor the attendance and progress of the pupil.
- Residential Placement Review meetings with Graham Tague or Susan Hall (Entrust) once per term to ensure Quality Assurance.
- Staff briefings – weekly meetings to inform of operational issues, keep up to date on new initiatives and legislation, CPD, discuss pastoral issues.
- Children's 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.
- Pupil 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.

### Complaints:

Saxon Hill Academy is committed to continuous improvement and we listen to people who tell us how we can improve further.

All concerns/complaints are acted upon urgently and logged as appropriate. The Head teacher and all of the staff work very hard to build positive relationships with families. We welcome feedback from parents, guardians and visitors to our school as this helps everyone who works at the school to celebrate successes as well as to highlight areas of school life which we can develop further.

If you wish to make a complaint, it should be submitted to the Head of Care. If the complaint is about the Head of Care or if you do not feel that she has resolved the problem, the complaint should be made to the Head Teacher.

In either case you may request an appointment, via the office, to see the Head of Care or Headteacher. If you remain dissatisfied, you may formalise the complaint by putting it in writing and escalating it to the Chair of Governors.

Complaints are considered by the Governing Body within three weeks of receipt and you will be informed of the outcomes.

A copy of the full school Complaints Policy can be provided on request and is also available on the website.

Complaints from pupils may be raised with a staff member at the time or addressed during consultation at Children's Meetings each half term.

Revised: August 2017

Approved by Governors: