

The Ashley School Academy Trust

Statement of Purpose of Residence

The boarding provision is provided for up to 30 pupils in 2 houses ages from 8 to 16, Lighthouse is for girls and Breydon house is for boys. In each house there are 2 bedrooms with 5 bed spaces and 5 single en-suite rooms. In addition on average 12 pupils have an opportunity to participate in an extended school day including activity clubs and social experience.

There is to be no more than 11 children per night including link pupils and no more than 8 pupils sleeping at any time per house.

In each house there is a staff ratio of 1 staff member to 8 children at night, 6 children when link pupils are present, and 5 children when link pupils have gone home.

If a parent/carer would like to discuss the opportunity for their child to access residential provision then they should in the first instance contact their child's class teacher.

Residential Care Leader, Carl McLaren will discuss the particular needs with the residential team, the class teacher and with the parent/carer. If it is felt that residential provision is deemed appropriate then further discussions will identify the type of programme most suitable for the pupil and a timescale for implementation.

All pupils have learning difficulties and some have additional social emotional and behavioural needs. The overall aim of the programme is to empower young people to participate in an inclusive society.

A key aspect of residence is improving independence, Social and Emotional development educational achievement and the school will encourage homework and after-school learning to further develop the achievements and attainments of pupils.

We aim to focus on early intervention to effectively support young people and families to enable independence.

For all new pupils that start the residential programme an initial assessment of 6 weeks will take place, this will determine the right programme for the pupil and for how long it will run for. This will help to achieve the best outcome for the pupil. Each pupils programme will be reviewed every 6 months. Pupils who take part in the programme are at KS2, 3 or 4.

The residential programme is led by the Residential Care Leader supported by four Residential Childcare Practitioners. There are also two members of the support staff who each work one evening a week and two further staff who support the residential programme from the leadership team. The school is committed to continuous professional development with care staff qualified to an N.V.Q level 3, 'Working with Children and Young People.' / or equivalent/ or working towards their level 3 Diploma for children and young people. All staff are trained in safeguarding children, food hygiene, first aid, deescalation and positive handling and behaviour techniques.

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Residential staff structure and their relevant qualifications.

Residential Care Leader:

Mr Carl McLaren - Level 6 award Management and Leadership, Level 5 Diploma Health and Social care (this qualification is currently being undertaken), level 3 diploma youth work, level 1 football coach, Safeguarding, food hygiene, first aid, de-escalation and positive handling and MIDAS mini bus training.



Residential Child Care practitioner:

Miss Beth Rushbrook - BA (Hons) Early Childhood Studies, A Level Health and Social Care (B), Food hygiene, safeguarding, first aid, de-escalation and positive handling, MIDAS mini bus training.



Residential Child Care practitioner:

Miss Sharni McDonald - BA (Hons) Modern Drama Studies, level 3 Diploma for working with children and young people, safeguarding, food hygiene, first aid, de-escalation and positive handling, Team Teach, Catch-Up literacy, Lexia training..



Residential Child Care practitioner:

Mr Ryan Spurgeon- Level 5 Diploma Health and Social care (this qualification is currently being undertaken), N.V.Q level 3 health and social care, safeguarding, food hygiene, first aid, de-escalation and positive handling and MIDAS mini bus training.



Residential Child Care practitioner:

Mr Gareth Bowker - level 3 Diploma for working with children and young people, safeguarding, food hygiene, first aid, de-escalation and positive handling, MIDAS mini bus training



These are just some of the qualifications of the residential staff. All staff have a wide range of qualifications and any additional training will be given to ensure staff meet all pupils needs.

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Principal Safeguarding Leader: Ms Sally Garrett

Alternative Safeguarding: Mrs Marion Trowbridge, Mr Aaron Wright & Mr Andy McAvoy

Named person for Looked After Children: Ms Sally Garrett supported by Mrs Marion Trowbridge

Link Governor for residence and external independent partners will carry out announced and unannounced Standard 20 visits.

These visits are for the monitoring of the operation of the residential provision program.

Governor Safeguarding Rep: Dr Caroline Hyde and Mr Paul Wilkinson.

Designated Governor for Residence: Mr Paul Wilkinson.

Warner trained on safer practices and recruitment: Ms Sally Garrett, Mr Aaron Wright and Mr McAvoy.

The school provides programmes for pupils up to 5 days a week in term time based upon the following principles.

- The school is committed to working with parents, carers and statutory agencies to agree a set of objectives for each pupil's placement. These objectives of the school placement plan will be reviewed on a regular basis.*
- The school will co-work with social care and health and the voluntary organizations and is committed to developing innovative non-discriminatory practice.*
- Each residential pupil will have an identified key worker.*
- Pupil's parents and carers will have an identified key worker.*
- Pupils, parents and carers will be supported so that there are effective communications and home/school links. Parents and carers are encouraged to visit school and participate in activities and decision-making with the pupils.*
- The school is committed to recognition of pupil's rights and needs will actively listen to pupils and parents views and take account of these. The school will have in place a complaints procedure, strategies to prevent bullying, and a pupil's council.*
- The school provides a safe environment for pupils and encourage and support pupils to make appropriate and informed choices about their lives and futures.*
- The school will support pupils to access a range of community resources/activities to develop self-confidence, independence and citizenship.*
- A key aspect of residence is improving educational achievement and the school will encourage homework and after-school learning to further develop the attainments of pupils.*
- For pupils in residence at Key Stage 4, there will be a plan in place to support pupils to return home or live in the community. Where appropriate, this will include support from the leaving care service.*