

Education, Therapy and Care – Statement of Purpose

Introduction

We are an Independent SEN School, based in Sevenoaks, Kent. The former girl's school was opened by Mohammed Al-Fayed Charitable Foundation in memory of one of its former pupils - Lady Diana Spencer- and has been improving the lives of children with complex educational needs since 1998. Our designation is *Social Emotional and Mental Health*, and we have approval for 150 students, aged between 10-19 years, which includes 33 boarders.

Our Charitable Status (Charity Number 1069677), helps us to make sure funding is directed wholly to our students educational, therapeutic and care provision, along with the facilities they use at school. This helps us to realise our Charitable Objectives:

Charitable Objectives

- *To provide education for children and young people, and in particular those whose mainstream education has broken down, for example, due to trauma; needing expert help to develop their physical, mental, spiritual and moral capabilities. The hope is that all students may grow to full maturity as individuals and members of society and that their conditions of life may be improved.*
- *To establish research into education of children with special educational needs and to disseminate the results of such research.*
- *To provide training for teachers and other professionals working in the field of education of children with special educational needs.*

West Heath School has a rich and successful history of 'rebuilding lives through education':

Our Vision & Mission

Our Vision

"Rebuilding Lives through Education"

Our Mission Statement

To support and empower our community to discover their strengths by taking responsibility for their lives, through respect for themselves and others.

We believe our educational provision, partnered with the therapeutic and care support in the context of each students needs, is a powerful combination of support that enables our students to achieve and be prepared for adult life.

Within our Social, Emotional and Mental Health designation we provide for a diverse range of special educational needs as follows:

SOCIAL

Students with language and communication needs, who may present with any of the following:

- Difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties
- Elevated levels of frustration or anxiety caused by the inability to participate in learning and/or social contexts
- Speech production difficulties with a mild impact on classroom participation and interactions with peers
- Delayed attention and listening skills
- A language delay
- Autism Spectrum Disorder (high functioning)

EMOTIONAL AND MENTAL HEALTH

Students with mild to moderate levels of the following:

- Anxiety-based problems including Attachment Disorder, Separation Anxiety
- Generalised Anxiety Disorder, Obsessive-Compulsive Disorder, Panic Disorder, School Phobia, Post- Traumatic Stress Disorder, Tourette's Syndrome
- Depressive disorders including depression and self-harm
- Disruptive Behaviour Problems including ADD/ADHD, Conduct Disorder
- Oppositional Defiant Disorder
- Problems related to abuse or neglect
- Personality Disorders
- Pervasive Developmental Disorders (high functioning)
- Foetal Alcohol Syndrome

OTHER

- Sensory motor skills
- Functional skills
- Anxiety
- Sensory modulation
- Motor skills
- Sensory skills
- Perceptual skills
- Pain management
- Handwriting

We work with our students mindful of and committed to our core values:

Our Values

- Integrity and trust** - to be consistent in approach, to do the things we say we will, being honest and open about our approach and practice
- Respect** – of ourselves and those around us, showing unconditional positive regard to opposing views and beliefs of others

<p>Values</p>	<ul style="list-style-type: none"> ☐ Responsibility – to understand our role and the role of others, to self reflect and aspire to be the best we can ☐ Optimism – to look toward goals with a positive and unwavering approach, always seeing the best in others and in their actions ☐ Commitment – to do our utmost to support our community in meeting the challenges we face collectively and as individuals ☐ Independence - to be able to think independently, to have self-understanding and self-belief ☐ Empowerment – to be able to make informed choices; to have the ability to take control of internalised thought, approach and actions <p>We embed our values in our approach. The following description of how we provide Education, Therapy and Care gives an outline of what we do and how we work to ‘rebuild lives through education’.</p>
<p>Education</p>	<p>The majority of young people coming to West Heath School have had a disrupted educational history. This disruption is generally due to lack of regular school due to family issues or a number of different placements.</p> <p>We provide a thorough and enriching curriculum across the key stages focusing on attainment and engagement to learning.</p> <p>West Heath School is equipped to take account of both educational and emotional needs and as such has to be both structured and yet offer a large degree of flexibility.</p> <p>The initial process is very much one of creating stability in order that the young people can begin to function and succeed within our educational setting. We link a child’s education with their own talents and interests so as to reduce the worries and concerns a young person may have about schooling.</p> <p>This in turn leads to us to create bespoke timetables for individual students that allow them to gain qualifications in subject areas that they are engaged with. In turn this equips them for Sixth Form and beyond, developing career paths alongside qualifications.</p>
<p>Key Stages 2 & 3</p>	<p>At West Heath we aim to provide every opportunity to develop the full potential of every student. We value all our students and we encourage them to integrate with their peers both socially and academically. We aim to offer excellence and choice to our students whatever their ability. We have high expectations of our students and we work towards enhancing their self-esteem. This is in part achieved, through the removal of barriers to learning and participation. We want our students to feel that they are a valued part of our school community.</p>
	<p><i>How We Meet The Needs Of Our Students</i></p> <p>In KS2/3 at West Heath we follow a programme of study whereby we identify the needs of our students by:</p> <ul style="list-style-type: none"> • Ensuring that the insights of parents, children and young people inform

assessment planning and decision making

- Knowing precisely where children and young people with SEN are in their learning and development, and planning for their next steps
- Having high aspirations and setting stretching targets for learners with SEN
- Putting in place effective, evidence based interventions individually tailored to needs
- Tracking progress towards these goals regularly, and reviewing the appropriateness of provision and ensuring that it impacts on progress

Personalised Interventions

- Learners have personalised interventions specifically formulated to take account of unique individual needs and person centred outcomes
- The school gathers and records detailed information about the learner, his/her aspirations and needs, and details of provision and outcomes in an individualised profile document
- Advice from specialist services (education, social care and health) for individual pupils is implemented by the school, and is monitored and reviewed.
- The school works closely with parents and the learner to agree and review interventions and support, and to regularly monitor progress.

“We cannot solve our problems with the same thinking we used when we created them”

Albert Einstein

The Curriculum

Our students follow a programme of study that includes:

- English, Maths, Science, Humanities, MFL, DT, ICT, Art, Performing Arts, PE, Speech and Language, Catering, Beauty, Life Skills and Self-Science
- Therapies available include CBT; Counselling; Mentoring by a Life Coach; Play Therapy; Reflexology; Head Massage and Occupational Therapy.
- There are Numeracy and Literacy interventions and in Year 9 our students are assessed for Special Arrangements for public exams.
- Opportunities exist to do offsite activities e.g. animal care at White Rocks Farm, Challenger Troop, Ski trip

We aim to ensure a smooth transition from KS2 to KS3, familiarising our students at an early stage with our school ethos. By creating a positive

atmosphere and culture in which everyone in the school community can develop and excel, we lay a foundation upon which to build their academic success.

Students thrive in a safe, secure and comfortable environment which allows them to explore their talents and achieve their aspirations.

The broad curriculum in Key Stage 2 and 3 has a particular focus on developing the skills needed to support learning in Key Stage 4, future employment and independent living. We work in partnership with families and students to enable every learner to lead a happy, healthy and fulfilling life.

Our teaching and learning support staff are experienced and well qualified. They provide our students with stimulating learning activities and opportunities. Educational visits, off-site activities and outdoor learning opportunities take place throughout the year.

“Wisdom begins in wonder” Socrates

Pastoral Care

The pastoral care at West Heath is an expression of the care for the development, well-being and progress of pupils which is our fundamental concern.

Every member of staff is involved in the pastoral care of students both inside and outside the classroom.

In order that students may widen their experience and find opportunities for social and personal development, KS2 and KS3 provide activities designed to achieve these goals:

- The Tutor Group structure, where the Form Tutor has the oversight of each student’s progress and well-being
- The PSCE programme
- Extra-curricular activities e.g. Team building days at Blacklands Farm and Bewl Water
- Careers education and guidance in Year 9
- Posts of responsibility (Head Boy, Head Girl, Peer Mentors, School Council)
- Educational visits e.g. Globe Theatre, Tate Gallery, Westminster Abbey
- Sports competitions with other schools and Activity Days
- Residential trips to Alton Towers, YHA Edale, Euro Disney

Assemblies

These take place twice a week and provide the opportunity to strengthen the cultural and moral ethos of the school. Celebration Assemblies are held at the end of each term and Certificates are distributed for attendance, excellent behaviour, academic achievement and overall contribution to the school.

“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela

Extra-Curricular Activities

These activities are varied and together with the clubs offer many opportunities for education outside the classroom.

Students are encouraged to experience new activities including sports, drama, and art.

There are also opportunities to take part in theatrical performances, visiting places of interest e.g. Lullingstone Villa and trips to London.

Fundraising events take place throughout the year and students have the opportunity to stand for the Student Council and to put their views forward.

Key Stage 4

KS4 is an exciting time in any child’s education. It marks a turning point in student lives where they discover talents and spend their lessons developing new skills. Students chose 4 option subjects to compliment their core studies of English, Maths, Science, Citizenship, PE and Self Science. These 4 courses can be selected from a range of almost 30 subjects on offer. These range from academic; classroom based subjects for example GCSE History and Additional Science to vocational off site courses such as Btec animal care, BHS Equestrian Studies, and City and Guilds qualifications in Construction or Mechanics.

KS4 provides our learners with specialist teaching facilities and experienced staff that often have industry related backgrounds. Our onsite beauty salon, professional kitchen, science labs and art studios are just a few of the fantastic learning environments open to our West Heath students.

We are able to create bespoke learning packages for our learners that will engage and inspire them.

Our KS4 students succeed at West Heath. They gain qualifications that are essential for academic progression and that are relevant to their future aspirations. We are proud of what our students achieve and of their incredible learning journey they embark on in KS4. At West Heath we promote independent learning and nurture resilient students whom are ready to tackle the challenges and rigor of KS5.

Pastoral Support

KS4 can be a challenging and often stressful time for students and their families. It is a time when pupils experience a transition in their academic lives but also in their personal lives. At West Heath we pride ourselves on the support and dedication of our form tutors. These tutors provide essential pastoral support for the students and are the bridge between home and school. Our tutors work closely with our team of therapists, teachers and learning director as well as outside agencies to ensure that students are meeting their targets and that each

pupil feels happy and supported in school.

Extra Curricular Activities KS4

Trips and visits are a vital part of the West Heath experience. Not only are they a fun break from formal learning, they provide students with the necessary experiences to push themselves out of their comfort zone and develop resilience to stress and pressure. This is an essential way of promoting mental health with our students. Our West Heath learners find that these trips bond and secure friendships and are a fantastic way for staff to get to know their students.

In year 10 students partake in a residential trip to Cornwall where they try their hand at surfing, coaststeering and rock climbing. In Year 11, students take on Mount Snowdon and experience zip lining and rock climbing.

These residential trips take place in addition to the countless subject led trips to art galleries, museums, boat trips, ice-skating, theme parks, ski trips and restaurants.

Sixth Form

In Sixth Form we offer students the opportunity to prepare for life beyond West Heath School. Our focus is on offsite learning and building skills of independence and social confidence.

Students in Sixth Form follow one of two routes; either a supported college placement in a college setting, where students are helped to access a course of their choice supported by West Heath staff or, if students are not ready for learning in the college environment, then a school-based programme of study will be provided. Some of our students have also experienced huge success with some of our smaller, specialist provisions such as Horizon Project where students follow accredited courses in carpentry or plumbing; and Challenger Troop where students complete BTEC courses in an Army cadet setting.

Students based in colleges are supported by our staff in lessons where needed, as well as during social times. We have our own areas in the colleges where we provide additional learning support, including supported coursework, a bespoke life-skills programme as well as employability skills and additional literacy and numeracy support. Students are encouraged to integrate in the communal areas of the college in order to support social development. This is facilitated and supported by West Heath staff.

School-based students follow a Sixth Form curriculum which includes English and maths, catering, music, IT, art, PE and Princes Trust. Students based in school also have bespoke programmes they study alongside the general curriculum which may include specific subjects of interest such as history or science. We work with all of our school-based students to help them become independent learners, ready for education in an offsite setting.

All students, school-based or otherwise, are supported and encouraged to spend some of their week offsite, either in a work experience placement or perhaps building confidence towards accessing college full time by spending small amounts of time in the setting. This could include single day visits to work in the college library or just to visit for lunch and a tour. We believe that students' experiences at college really broaden their aspirations and open doors to new and exciting career opportunities.

Ultimately, we are always striving for KS5 students to learn to cope with Further Education in a mainstream setting. This is to help prepare students for moving on for life after West Heath School and achieving aspirations. Sixth Form is a healthy balance between academic achievement and students learning to become independent by developing vital life skills such as personal organisation, self-transportation and budget management.

Therapy

Therapy Policy

Therapy at West Heath plays a major part in the social, emotional, mental health, behavioural and physical wellbeing of our students. Between them, the young people who attend West Heath experience a wide variety of challenges that may have impacted negatively on their capacity to engage with education. In order to give them the best chance of being happy and successful in life we therefore provide a range of therapeutic support, both within and outside the classroom.

Although not officially designated as a "therapeutic school", our whole approach is underpinned by a 'soft' therapeutic approach which permeates everything from our curriculum to our behaviour management. Whilst many of our students have a specified therapeutic requirement on their Education, Health and Care Plans, most of our students will access our therapeutic department at some time or other during their time with us, whether it be for in-depth counselling, a safe place to off-load, a need to control their anger, help with social skills, difficulties with sensory issues, or just to learn some relaxation techniques before exams. Although numbers obviously vary from year to year, currently over 70% of our students are receiving therapeutic support of one kind or another, and a large percentage are receiving more than one. We have well-resourced OT and Play-therapy rooms, in addition to individual rooms for all therapists to see students.

Therapies available to students include:

- Speech and Language therapy
- Occupational therapy
- Cognitive Behaviour therapy
- Mood management counselling
- Counselling
- Play therapy
- Integrative child psychotherapy
- Complementary therapy

Therapy Management

The overall management of the therapeutic department is the responsibility of the Strategic Head of Therapeutic Services, whose task is to lead and coordinate the work of the therapists as a whole, supporting and guiding the work of its component parts to ensure a consistently high quality, specialist therapeutic service. By acting as a liaison between therapists, SLT, other members of staff, and external agencies (e.g. CAMHS, Local Authorities) this ensures that therapeutic insights can be more widely understood and applied consistently for the benefit of the individual student.

As well as ongoing informal meetings, the multi-disciplinary therapy team meet formally every week to discuss concerns, provide feedback, and share information on individual student's therapeutic needs.

All referrals for therapy are channelled through our Strategic Head of Therapeutic Services who will then allocate the student to the most appropriate therapist depending on their needs and availability of therapists. However, therapists reserve the right to make a clinical judgement as to whether a student is capable of engaging in therapy at any time; they also reserve the right to terminate therapy when they feel appropriate. Whilst therapists will endeavour to see a student soon after referral, there may be a waiting list at times; because of this, it should be noted that therapists cannot keep slots open if the student consistently refuses to engage, although every effort will be made to engage with the young person. Therapy is not open-ended and provision and progress is reviewed at the end of each term.

The psychological therapy team works as an adjunct to external mental health providers and, where appropriate, therapists will liaise with external mental health providers. It is important to note, however, that they are not a substitute for CAMHS, and because of limited resources they may not be able to meet the needs of extreme cases. All therapists are aware of the school's lone worker risk assessment and guidance, and other relevant safeguarding policies.

Confidentiality

In line with all counselling/therapy provision, a confidentiality statement applies which students are made aware of, and asked to sign, before commencing their sessions. This states that whilst counselling/therapy is a confidential process, and therefore parents/carers cannot be told specific details of sessions, there are certain limitations:

- 1) If a student tells a therapist, or a therapist becomes aware that the student is involved in or planning to commit a crime then the therapist has a duty to inform the relevant authorities
- 2) Therapists may provide information to certain people and professionals involved with the student regarding attendance

Induction

- 3) If a therapist is worried about a student's safety or the safety of others then he/she will share this information with the relevant people. Normal safeguarding procedures will be followed if the student is in immediate danger of self-harm/suicidal ideation.
- 4) The therapy staff works as a team. Therapists may consult with other members of the team to provide the best possible care. These consultations are for professional and training purposes.

In their initial assessment period young people are placed in Induction with the primary focus being on beginning to establish the trusting relationships upon which future success will be built. As the young person feels increasingly secure, they are then supported in making the transition to the main school.

Both during this initial phase, and indeed throughout a young person's time with us, considerable effort is put into working with families and other professionals to ensure provision is co-ordinated and, as far as possible, consistently applied across contexts. Sometimes this may involve simply sharing strategies with others, while occasionally it may involve engaging parents or carers in direct therapeutic work.

Heart

HEART Provision

For some students where we anticipate that they are likely to need a higher level of support than their peers, we offer a placement within our therapeutic department, HEART. Most often this is where there is perceived to be a greater need for particularly close monitoring and supervision, where extensive access to our therapeutic services may be required, or where a great deal of additional managerial input is required.

These young people have access to, and benefit from, the following provision that goes beyond that generally available to students funded on our basic fees. At present we offer our HEART students the following:

- Access to a designated suite of rooms that allows them to study in areas where they can feel secure and relaxed. In addition, there are facilities for times when they are able to access learning in a traditional sense, times when perhaps what's needed is simply somewhere quiet, comfortable, and secure.
- A key worker who is given dedicated time to ensure close and effective liaison between all those involved in their care and support, and whose primary task is to become a trusted and secure attachment figure for them.
- Prompt access to specific therapeutic support from the HEART team as and when necessary (this includes CBT, Psychotherapy, Counselling, OT, Play therapy, S & L therapy, and complementary therapy).

- All provision is overseen by the Head of Therapeutic Services who leads communication with other professionals both within and outside of school, facilitating a co-ordinated process of information sharing and support.
- All annual reviews, professionals meetings etc. are attended and chaired by the Head of Therapeutic Services and the young person's key worker where possible.
- Access to a fully flexible curriculum which is designed specifically to meet individual needs and interests.
- A dedicated teacher who oversees each student's academic progress.
- In addition to the core subjects and options (which are taught by curriculum teachers usually in HEART), all HEART students have the opportunity to develop a range of life skills such as cooking, using public transport etc.

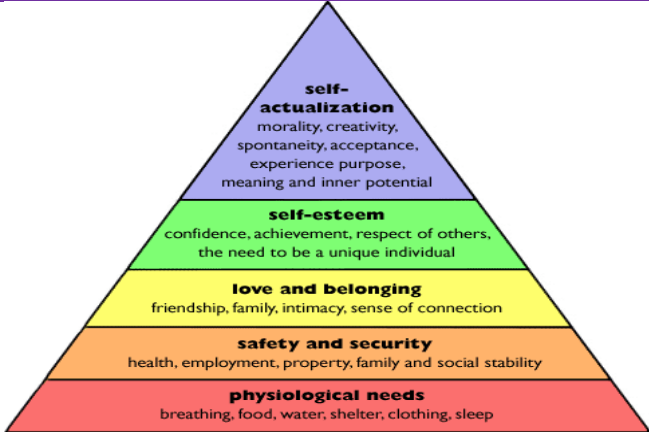
Care
and
Residential
Provision
Our Purpose

The Residential Provision is fully connected to the school's Vision, Mission and Values.

Our purpose is to support students to make progress with their learning in its widest sense, including academic, personal and social learning. We particularly focus on enabling students to develop their skills for life and independent living skills. The residential experience and environment plays an important role with our students learning and development. Being part of a multi disciplinary team (internal and external), is a pivotal part of how we work and the success we experience with our students.

We do not have one theoretical way of working. And yet, we have an eclectic approach and draw on different theoretical models, as we recognize our student's uniqueness and difference. The residential team have ongoing input from our therapists within HEART, which informs the approach we take with individual students. What is common however is our determination to work with and recognize our student's strengths, alongside challenging and being clear about what behaviours will get in the way of their learning and success in and out of school. This means we are clear about what is acceptable and what is not and have clear boundaries for our students, with clear consequences. That said, we always try and work in a restorative way with our students and try to use the implementation of sanctions/consequences to support the student learning and finding different ways to behave in any given situation. Residential staff are part of a multi disciplinary team that agree strategies and approaches for each student.

We also work hard to create an environment that is nurturing, stimulating and enjoyable for our students. We are aware of the importance of ensuring our students feel safe and have a positive environment to live in, as on a very blunt level this is needed for our students to progress and achieve (Maslow)

	
<p>The Boarding Experience</p>	<p>Residential students stay weekdays in term time only. We work in partnership with a fostering agency to provide 52 week residential provision with education, when requested by local authorities.</p> <p>Boarding opens for students at 15.30. Boarding allows our students the opportunity to spend quality time with different individuals of a similar age from all walks of life and with a range of experienced adult role models. They are encouraged to learn from one another, developing their understanding of the impact and consequences of their behaviour on others.</p> <p>Please see the ‘introduction to boarding’ booklet which describes the residential experience.</p>
<p>Student Involvement</p>	<p>Students are actively encouraged to play a significant part in the planning and running of their boarding house in which they live, taking responsibility for each other’s welfare and their environment. This may include developing independent living skills like menu planning, budgeting, shopping, cooking, DIY and painting and decorating skills. Importantly, students are able to learn how to spend their time wisely and responsibly beyond the school day. The boarding student council made up of a representative from each home living area meet once a half term.</p>
<p>Activities</p>	<p>There are always activities for our boarding students to engage in both on and off school site every evening. The intention, is to ensure that our youngsters remain fit and active so that they are able to learn as well as possible during the school day. There are both formal and informal activities that our boarding students can join in beyond the school day. At least once a week, each “house” of boarding students can enjoy a special activity off school site such as ice-skating, indoor skiing, visit to the seaside etc. Students are given an allowance for an activity each week. Students choose which activity they would like to do at their weekly house meeting.</p> <p>Alongside leisure activities teaching staff offer after school study sessions for residential students.</p>
<p>Local Community</p>	<p>On a broader level, our school and local community have a wide range of excellent facilities which students can access beyond the school day. Students who board with us will have more opportunities to pursue informal, formal and structured leisure or hobby activities and generally have more fun! We</p>

	<p>encourage the students to take part and involve themselves in offsite opportunities We would encourage them to utilise and learn new skills by watching and involving themselves with the care teams own talents and interests.</p>
<p>Care Planning</p>	<p>Every boarding student has a care plan, which is written in partnership with the student, professionals involved and parents. See Care Planning Policy for details.</p>
<p>Staffing</p>	<p>Beyond the school day, we aim to achieve a ratio of one adult to every four students and our support workers (Care Staff) work to a regular weekly rota to ensure that our boarders know who is on duty and when. The Care Team is made up of Support Workers, Waking Night Workers, Senior Support Workers and the Learning Director for Care, who are accountable to the Deputy Principal.</p> <p>All members of the care team, as a minimum, hold NVQ level 3 (Children and Young People) or are working toward the Children and Young Peoples Workforce Diploma. Senior staff are qualified to the recognised Care Management Qualification (level 4/5) or Social Work Qualification.</p> <p>The Care Team work from the end of the school day until night time, when students are cared for by waking night staff. We place great importance on communication and time for staff to meet and share information about individual students is built into the daily roster. This ensures our students experience a consistency of approach throughout their time in our school. Similarly, great emphasis is also placed on good communication with parents and carers. As such, we ensure that staff contact parents and carers on at least a weekly basis during term time.</p> <p><i>Waking night staff</i></p> <p>Students in each boarding house are cared for by waking night staff (WNS) when they are asleep. WNS arrive for duty half an hour before care staff finish their work so that important information can be shared about individual students. There is WNS subsequently, care for our students at night, assist them rise and breakfast in the mornings, administer medication where appropriate and see them into school for the start of the school day at 0830.</p> <p><i>Other staff on site staff</i></p> <p>Additionally, and in order to keep students and staff safe, the duty care taking team are available each evening.</p> <p><i>On call arrangements</i></p> <p>There is always a member of the Senior Leadership Team on call if Senior Care Staff should require assistance or advice.</p> <p><i>Arrangements to cover staff absence</i></p> <p>If cover is necessary the Learning Director of Care will in the case of waking night staff:</p> <ul style="list-style-type: none"> • Call other part time waking night staff to cover waking night absence • Arrange for care staff to stay over night • Arrange for a WNS to float between houses if appropriate, following a risk assessment

In the case of care staff absence:

- Cover absence with existing care staff
- Arrange for existing day support staff to work additional hours
- Ask existing class support staff to cover
- Bank staff
- Close a home living area and relocate students (last resort)

Key Working

Each student has a member of the team dedicated to them called a “Key Worker” this is a similar role to that of a mentor. This person has been specifically chosen to take particular responsibility for ensuring that the individual’s well-being remains a top priority within our school. The students are welcome to ask to change their key worker at any time if they feel they do not gel with them. This is the opportunity to discuss progress, feelings or concerns and a chance to agree upon five achievable targets to work towards. Once the student or staff member feels that a target has been achieved they can update their care plan. Student’s targets scores are used to produce charts/graphs that reflect progress. The progress made is reviewed by both the student and the key worker.

Key Workers play a full and active part in our care staff team. They represent a consistent and stable influence in the life of individual students and ensure that all students experience good quality care whilst living with us. The Key worker does not always work where their key student resides.

When this is the case the House manager will undertake key working tasks such as:

Responsibilities of key workers

- Weekly and other necessary parent calls
- Preparing new students bedrooms. Personalising their rooms and purchase any items that may be needed or required
- Ensuring the welcome pack is ready for the newcomer
- Arranging Birthday celebrations, cards and gifts

Key Workers have particular responsibilities and these include:-

- Welcoming each newcomer to our school and ensuring that each young person is inducted properly into the life and work of our school. As we develop, Key Workers will be appointed in advance of the student joining us and may be involved in making preparatory home visits
- Ensuring that every student knows what to do in the event of a fire alarm alert
- Working individually with each of our students to ensure that the care plan is up to date and reviewed regularly
- Supporting the achievement of the educational, emotional and social targets within each relevant student’s IEP

	<ul style="list-style-type: none"> • Liaising with the respective student Staff Tutor to ensure the IEP is current and accurate for the Key Student. This will include a regular review of progress the student is making in meeting their individual weekly set targets or challenges • Being the first point of contact for enquiries about individual students • Liaising with parents, carers at least weekly and relevant Local Authorities where necessary • Supporting young people in individualising their bedrooms and ensuring each newcomer has a welcome pack • Ensuring individual young people celebrate their birthdays and other dates of significance to them • Ensuring that an accurate and comprehensive record is maintained about the experience of individual young people resident in our school • Providing reports for meetings regarding individual young people resident in our school • Ensuring that all documentation is completed and up to date regarding each individual young person resident in our school • Planning and maintaining a comprehensive record, including the use of photographs and other materials, of each young person's time spent living in our school • Where relevant, helping each young person compile a book of their life history which is both meaningful to them and reinforces their sense of identity and self worth • Spending regular, quality and personal time with each key student in our school • Ensuring that each young person living in our school has fun and can look back on their time with us with pleasure and pride • Most importantly, simply "being there" for each student
<p>New Arrivals</p>	<p>Before a boarding student starts school, a member of the Care Team will usually carry out a home visit, if parents are agreeable to this. This is an opportunity for the young person and his/her family to ask any questions they have about boarding and the school in general. It is also a good opportunity for the young person to meet a member of the Care Team and will help with care planning, along with reducing any anxieties about living away from home.</p> <p>All of our boarding students are given a copy of our staff rota as part of their "welcome pack". These are also displayed in each boarding house to ensure that they know when their individual "Key Worker" is on duty. Newly arrived students are also told about the work of our boarding student council and how they might contribute to it.</p>
<p>Meetings</p>	<p><i>Team meetings</i></p> <p>The Care Staff Team meet with the Learning Director, Care and Deputy Principal on a weekly basis to discuss and agree plans which ensure that the needs of our residential students continue to be met. New policies and ways of working are also decided at these meetings. Waking night staff meet with senior representatives of the care staff on a regular basis, at least half termly.</p> <p><i>House meetings</i></p> <p>Each boarding house has a weekly meeting which involves boarders and staff.</p>

The purpose of these meetings is to plan the forthcoming week's menus, arrange for the food shopping and cooking, plan forthcoming activities and trips out and deal with any other aspect of boarding life that needs to be discussed or resolved. At these meetings we also review how well the previous week has been and whether anything needs to be changed.

Boarding student council meeting

We also have a boarding student council which meets at least half termly. These meetings ensure that our students can actively contribute to the management and running of our school.

Supervision meetings

All staff at every level within the care team are regularly supervised within their respective roles (see Residential Policy – The Supervision of Care Staff).

Student meetings

Care staff attend annual reviews, LAC meetings, PEP meetings, professionals meetings, Child in Need, Early intervention meetings as required.

Facilities in Boarding

Own room[Publish Date]

All of our boarders have their own room, their own key to their room and where appropriate, can be issued with a key to the front door of their boarding house.

Boarders can also decorate their rooms to suit their own tastes and can keep items of value safely in their rooms. Students can go to their room if they want to have time on their own.

Common Rooms

There is a Common Room (shared with KS5 department) where students can gather and generally socialise as well as watch DVD's and play games. Boarders can also access the Key stage 4 common room.

Semi Independent Living

We have two houses that accommodate our students in a semi independent living environment, where the focus on skills for life increases.

18/19+ Provision – semi independent living

We provide a separate semi independent living house for up to four of our students who are young adults. Unlike our other houses there can be a mix of gender in this provision; however there is separation between male and female students in the sleeping accommodation and privacy within the bathroom facilities. (NMS 5.1, 5.3 and 5.5).

The predominant focus of our work, with 19+ students in this provision, is to develop skills for life and preparation for transition to their local communities. A contract is agreed with students identifying what our expectations of them are, as adults accessing a provision on a school site with younger children. Each student in the 18/19+ provision will also have an individual risk assessment and permission to visit other houses within the provision, is only with a member of staff's permission.

Safeguarding and Diversity

The staffing composition within the 19+ house will be one support worker from 1pm to 11.30pm and one waking night from 11.00pm to 9.00am. All 18/19+ students will access a bespoke education package focused around offsite learning and college placements if possible, alongside relevant work experience and life skills development.

Safeguarding

Our school has a full and detailed Safeguarding Policy covering different aspects relating to how we promote welfare and safeguard. The Health and Safety Policy outlines our response to promoting and meeting the health needs of our students and all who live and work in our school.

Students who go missing

There is a separate Students Who Go Missing Procedure which outlines what we do to safeguard students who are missing.

Searching, Screening and Confiscation

We work hard to ensure students rights to privacy are promoted and protected. However, there may be occasions when room searches, personal searched and active screening is necessary in the best interests of student and staff. The school and residential provision comply with the DfE guidance on searching and screening (Searching Screening and Confiscation – advice for Head Teachers, school staff and governing bodies (Feb 2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

Promoting Positive Behaviour

We believe in mutual respect and clarity of expectations. We give our students a clear understanding of what is expected of them and the consequences of not meeting those expectations. Please see the Promoting Positive Behaviour Policy for full details.

Complaints, Concerns, Suggestions and Compliments

We work hard to ensure students and their families are happy with the service we provide. Equally we work hard to resolve any complaints that arise and learn from any mistakes made. See Complaints, Concerns, Suggestions and Compliments. See Policy for full details on school website.

Monitoring by an Independent Visitor and standard 20 visitor

The school use an independent visitor who visits the residential environment once a half term.

We also once a half term have an independent Standard 20 visitor, the visitor is available to meet with students individually if requested. The visitor's reports are made available to boarding students and staff.

Promoting
the health of
our students

Diversity

We value diversity and promote equality of opportunity. Students' diversity is considered on an individual basis and we use the differences in our student and staff groups as an opportunity for enrichment and learning.

Curriculum

Additionally, health promotion is covered in school assemblies and throughout the curriculum. Sex education is covered in Biology lessons and PSHE. Students learn the biological facts, the nature and dangers of sexually transmitted diseases and about contraception. They also learn about parenthood and the importance of stable committed family relationships.

First Aid & Accidents

Our school also has procedures to ensure that the provisions made for health care, first aid and accidents are in accordance with those required by legislation and to ensure the health, welfare and safety of our students, staff and other persons on our school site.

Illness

Parents/carers and students are informed that anyone who is unwell should not attend school. Furthermore, anyone who has been in contact with an infectious disease should notify the school as soon as possible.

If a boarding student becomes unwell at school they are able to rest in their room until they have recovered or until home-school transport can be arranged. More serious illnesses or infectious illness will either be dealt with by requesting parents or carers to collect the student or by taking the student to the Amherst Medical Practice or the nearest Accident and Emergency department.

Boarding students have access to two rooms outside of the residential provision, but nearby, if they are unwell or need treatment (Sixth Form treatment room and the treatment room outside main hall). Typically a student will stay in their room if they are unwell or need treatment. A dynamic risk assessment will be made if there are infection control concerns, in reference to separating the use a bathroom and toilet for the sick student. Where possible the school nurse will be consulted if she is on duty.

First Aid facilities are provided throughout the school and conform to current regulations. First Aid is administered by trained staff who possess a current First Aid at Work certificate and who can be immediately available throughout the 24 hour day.

Medication

The school follows a clearly set out Administration of Medication Policy. Please see this policy for details of our administration of medication procedures and practice.

Smoking

We are a non smoking site. Students are encouraged not to smoke and to access support relating to quitting smoking. The school link with the NHS smoking cessation service to support students who want to give up smoking.

	<p><i>Therapeutic support</i> A range of therapies are available at school. Please see: http://www.westheathschool.com/therapy</p> <p><i>Access to healthcare professionals</i> Students can access health care advice and treatment at Amherst Medical Practice (01732 459255). If a student requires support from the Child and Adolescent Mental Health Service or Adult Mental Health services, the school support with these referrals. We also support students to get advice and treatment at our local sexual health clinic if needed.</p>
<p>Fire Precautions</p>	<p><i>Detectors & alarms</i> Our school has a range of smoke and heat detectors and fire alarm activation points situated in all areas throughout the school site. This system, if activated, automatically triggers an alarm in our local fire station and an appliance is automatically and immediately dispatched to our school.</p> <p><i>Testing & drills</i> Our fire alarm system is tested weekly, using a different call point each time. Fire drills are practised on a regular basis, at least termly and at different times during the day and night. In particular, they are practised with new students and staff working in our boarding house so that all feel comfortable with the arrangements in the event of an emergency.</p> <p>All tests, drills and practices are properly recorded in the fire log book which is maintained by the school Health and Safety officer.</p> <p><i>Prevention</i> As a general principle, we aim to instil a sense of responsibility and awareness of fire hazards in our students as part of their maturation and personal development. Good housekeeping is important! Rubbish is kept to minimum and cleared regularly. We try to ensure that all areas are left tidy at the end of each day and flammable liquids etc., are always stored securely and kept away from potential sources of ignition. Fire doors are kept closed and stairways and other fire exits are kept clear from obstruction.</p>
<p>Contact with home</p>	<p><i>Partnership with Parents</i> It is essential to the success of our students, both emotionally and academically, that home and school pull in the same direction. The experts on our students are their parents or carers. They are the ones who make the life-long difference to the student and we are here to support and help them.</p>