

Residential SEF

The overall experiences and progress of children

We personalise and tailor each individual's residential experiences in a number of ways, for example: personalised bedrooms and living areas demonstrates a focus on listening to children, respecting their rights of choice and helping them feel confident to share opinion and teach responsibility for shared living. We support the development of individual pathways to capture needs from starting points, providing opportunities both within school and within the local community to further develop interests and skills, for example: individual lessons-skiing, music and boxing, horse riding and the chance to explore a wide range of experiences, for example climbing, walks, organized short breaks, trips to London and Ireland. Providing opportunities for children to be part of a club or organization outside the school community helps them to develop their independence and gain the ability to transfer their skills to other environments for example: Army and Police cadets, Jujitsu, boxing and climbing clubs.

Big success with offering driving lessons to post 16 (2 recent passes).

Governors' bursary's support (photography, music, construction, vehicle mechanics, equine therapy, rugby training).

Tailored and bespoke 1:1 support (EASL-LP/VI-HI etc.)

Children's art work displayed in the residential houses.

Children's experiences during daily and weekend activities are displayed in residential houses and around school in general.

Cooking meals, learning to become independent, learning about hospitality.

Outdoor learning.

School trips

Activities and experiences are created to engage our children in meaningful and purposeful activity, developing vital life skills of interaction, communication, meeting new people, testing their resilience with the support (and safety net) from staff who know the children well.

Premises staff are involved in delivering experiences, fixing, learning new skills, even preparing and cooking meals.

Children learning from mistakes – resolution focused responses.

Children are able to begin to transfer their learning and experiences to home and family life and begin to make changes (families are stronger and happier).

Weekend outreach, communication and support for families through Key Working and the School's Family Team (Counsellor/Welfare Practitioners and a systemic approach (siblings).

School jobs provide invaluable opportunities to develop relationships, learn new skills, develop knowledge and have a taste of the world of work.

Some students volunteer at a local charity, others have joined their peers clearing pathways and vulnerable adult's driveways: some students have welcomed elderly visitors from local homes, playing bingo and serving homemade cakes and tea.

Specialist therapists ensure emotional health. A wide range of disciplines (art/drama/music, OT, SaLT, Psychotherapy etc.)

A connected relationship between care, health/therapy and education ensures a seamless transition.

Learning Mentor Teams with representation from all areas of the schools ensures children are at the heart of all decision making and no stone is left unturned.

Student Voice impact/change.

House meetings-some children chair.

Some of our young people are already for the challenge of university whilst the majority are able to access their chosen career course in a college environment.

Practice is informed from research and national engagement with organisations such as NASS and Engage (strong relationships with academics/trainers etc.).

The school is continually striving to be better, sharing good practice and offering support to many schools locally, regionally and nationally.

Forging links with international colleagues to look at wider service-mental health.

Special weekend opportunities for children to access fantastic opportunities to contribute to their communities, e.g. Sleep out under the stars, cancer research marathon walk etc (Friday and Saturday Team- FAST).

Additional camps, with a focus upon resilience.

Leading and supporting offsite learning opportunities, such as at sunny vale and delivering well-being initiatives such as the couch to 5k.

Theory driving lesson sessions in Post 16.

Bill Smith's cookbook (Recipes made by the children).

Reflection and celebration through weekly and half termly newsletters.

How well children are helped and protected

Planning is effective and productive; it is undertaken by the LMT which ensures a team around the child focus.

Risk assessments protect the risk of harm, yet do not restrict independence or experience.

Where necessary, the Child Protection Team takes swift action to prompt action from a range of services. The CP team collects evidence/build the full picture to enable informed decisions. It is not afraid to escalate where deemed appropriate.

Young people know who they can go to (as well as their go to people they know the systems/structure in place; this helps them feel safe).

Positive Behaviour Support – a person-centered approach and as a means of supporting students, driving forward happiness and quality of life.

Demonstrates our commitment to healthy lifestyles and wellbeing for staff too.

The Positive Support Plan is produced with the young person. The intro of a PBS plan demonstrates a drive for further improvement.

Stonewall.

Restorative practice. Rebuilding relationships.

Big Talk education-health, safety, sex and relationship week.

Positive Identity work (Barnardos).

Branching Out (Drugs awareness)

Strong relationship with children and Young People's Care Services/LADO

Proactive membership of local safeguarding/mental health groups.

Quality of Life (QoL) Framework to improve key working, spreading around school to utilise skills of all staff.

Having two qualified Social Workers with specialised child protection training, on the school safeguarding team. Clinical support from school nurse into numerous aspects of care, diet, health and well-being
Offering virtual outreach; Identifying personal circumstances and providing food parcels.
Increased CP meetings to fortnightly to support the growing demands throughout Covid.
We have ensured that we have had 'Eyes on' children and families during the Pandemic, even those not close to the school. (Group bingo with families, individual cooking sessions via zoom).
Supporting intimate care and implementation of individual plans.
Need-specific training sources from other agencies (Suicidal ideation training sourced from CAMHS/ Positive identities training sourced from Barnardos)

The effectiveness of leadership and managers

Peer to peer/school to school support (extensive) across region and nation.
Tea with VP with responsibility for residential provision and Principal to highlight what's going well and what needs further improving.
Member of Student Voice and a Governor invited to an SLT meeting once a term (leadership drive/intent and areas for improvement).
Accommodation is purposeful and exceeds standards. En-suite facilities (33), plans in place for having en-suites for all children.
Robust systems to ensure QA. Monitoring ensures progress/improvement.
Management structure remains strong and is continuing to grow. New structure encourages future progression.
Experience, knowledge and consistency remains strong and continues to be developed.
CPD sourced to specifically enhance skill set (residential/therapy).
Always solution focused, looking to further develop and improve.
Clinical supervision has increased throughout. Including specialist support for safeguarding team members.
Well-being days (students & staff), development of offers and a designated room/area.
Relationship in the community- Homes for the elderly (home grown produce to homes)/Police (Sunnyvale etc.).
Charity (choice/votes)
Mental Health First Aiders (increased numbers of trained staff)
Training delivered locally, regionally and nationally (mental health/behaviour/teaching & learning etc.).
Introduced QOL (Quality of Life) into curriculum, assessment, and both parental and child assessment.
Developing offer to families and unique opportunities to support and communicate under the QOL framework.
Clinical group supervision.

