

# Horton Lodge Special School

'Working Hand in Hand to Achieve Potential'



## Residential Statement of Purpose

**Approved By:** Governing Board

**Approval Date:** Autumn 2023

**Next Review Due By:** Autumn 2024



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## Mission Statement

‘Working Hand in Hand to Achieve Potential’

## General Information

**Address:**

Horton Lodge Special School  
School Lane  
Rudyard  
Near Leek  
Staffordshire  
ST13 8RB

**School/Kiplings Office Phone Number:**

01538 306214

**Headteacher Email:**

headteacher@hortonlodge.staffs.sch.uk

**Head of Care Email:**

Head of Care: machin.j5@hortonlodge.staffs.sch.uk

**Current Number of School Pupils on Role:**

59 pupils

**Senior Leadership Team:**

Headteacher: Lucy Bloor  
Deputy Headteacher: Geraldine Fallows  
Head of Care: Julie Machin  
Business Manager: Emily Farr

**Chair of Governors:**

Jon Harris

**Governor with Responsibility for Residence:**

Michael Bedford  
All governors also support with visits where possible.

**Governor with Responsibility for Safeguarding:**

Pat Fisher

**Safeguarding Officers:**

Designated Safeguarding Lead: Geraldine Fellows (Deputy Headteacher)  
Deputy Safeguarding Lead: Lucy Bloor (Headteacher)



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Deputy Designated Safeguarding Lead: Julie Machin (Head of Care)  
Sharon Robertson: Family Link Worker (Teaching Assistant)  
Abi Hall: Family Link Worker (High Level Teaching Assistant)

**Senior Mental Health Lead:**

Julie Machin

**Independent Persons for the Residential**

Tracey Carr  
Kirsty Burton

**Date of Last Ofsted Inspection:**

31<sup>st</sup> January – 2nd February 2023

**Ofsted Inspection Outcome:**

Outstanding

## Service Providers

**Name and Address of Registered Service Provider and Manager:**

Staffordshire County Council  
Children & Lifelong Learning Directorate  
Peel Building  
St. Chad's Place  
Staffordshire

**Horton Lodge School**

Lucy Bloor - Head Teacher  
Geraldine Fallows – Deputy Head teacher  
Emily Farr – Business Manager  
Julie Machin – Head of Care.

**Horton Lodge School**



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Near Leek

Staffordshire

ST13 8RB

Tel: 01538 306214

The management of the residential setting is the responsibility of the Headteacher and the Head of Care who are required to ensure that the performance of the setting is reviewed in line with the standards for Residential Special Schools and National Minimum Standards which were last updated September 2022.

It is the responsibility of the Headteacher or the Head of Care to ensure that all defined significant events are reported to Ofsted.

Copies of all notifications are kept by the Head of Care.

### Ofsted for Schools

Contact Number: 08444530221

Social Care Ofsted Inspector: Dean Wilton (Lead)

Social Care Ofsted Inspector: Dave Carrigan

### Residential Staff Team

Role	Name	Qualifications/Certificates
Head of Care	Julie Machin	Level 5 Diploma in Leadership Health and Social Care for Children and Young People  Higher Level Teaching Assistant (HLTA)  Level 2 Rebound Therapy Trainer

		<p>Level 3 Diploma in Caring for Children and Young People</p> <p>Level 4 Deputy Designated Safeguarding Lead</p> <p>Senior Mental Health Lead in school.</p>
Night Attendant	Tracey Williams	Level 3 Diploma in Caring for Children and Young People
Extended School Support Teaching Assistant - due to join the team 6th November 2023	Laraine Bossons	<p>Teaching Assistant Foundation Degree</p> <p>Certificate Understanding and Supporting Children with Social, Emotional and Behavioural Difficulties</p> <p>High Level Teaching Assistant</p>
Residential Support Worker	Carol Warner	<p>BTEC National Diploma in caring for children &amp; Nursery Nursing</p> <p>Certificate of Educational Support ( supporting Pupils with Physical Difficulties in Mainstream schools</p>
Residential Support Worker	Kate Wooliscroft	CACHE Level 2 and Level 3 NVQ in Children’s Care, Learning and Development
Casual Temporary Residential Support Worker	Marie Buxton	Level 3 Teaching Assistant Currently completing Level 3 Diploma in Caring for Children and Young People

## Arrangements for Training and Supervision of Staff

All staff are recruited in accordance with the County Council’s procedures and will be subject to checks as detailed in the Safer Recruitment Policy. All staff will have undergone enhanced DBS clearance prior to their employment commencing.

All staff will be provided with a job description and person specification for their current post. They will be expected to undertake a comprehensive formal induction programme and in addition to this, further training will be completed in line with our commitment to a high

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level of CPD. All staff will be expected to participate in one to one supervision sessions on a half-termly basis as per the Supervision Policy, and will also receive an annual Appraisal.

If required, school staff will occasionally support Kiplings where cover is needed as a result of staff absence, as this ensures continuity and familiarisation for the pupils. Residential staff will also provide support in class, again maintaining continuity, and helping with transition to and from school and Kiplings.

## Introduction

This document applies to Kiplings residential establishment at Horton Lodge Special School. It has been written to comply the National Minimum Standards which was last updated in September 2022, Care Standards 2000 and Working Together to Safeguard Children September 2023. Also available is a children's version of the Statement of Purpose.

The schools philosophy is to promote independence and autonomy in children and young people, working hand in hand to achieve potential, which is linked in with the following objectives:

- The opportunity to experience residential and an extended day over 3 nights (Monday, Tuesday, Wednesday evenings and Tuesday, Wednesday, Thursday mornings) during term time, where there are opportunities for the children to extend, develop and reinforce what has been achieved during the school day
- To provide a range of interesting and exciting opportunities for the children to extend their personal interests and experiences, and to have the social opportunity to interact with a wider peer group in a range of inclusive settings and situations
- To provide the opportunity to practice and develop communication skills through a consistent whole school approach, whilst adapting and ensuring all individual communication methods are encouraged and supported
- To support parents in their child's ability to develop skills that can be transferred from school to home and beyond, working towards young adulthood
- To provide opportunities for children to develop self-care and self-help skills whilst working towards building up their independence
- To work in partnership with parents, families and primary carers
- To develop and provide an environment in which the personal dignity and respect of all individuals is valued and promoted
- To offer opportunities to effectively promote and develop pupil voice and ways in which pupils can have their say and have influence on decisions and developments

- To gain and develop confidence in various situations moving forward to young adulthood

Kiplings provision is provided during term time only and both provisions do not exceed the 295 days of residence stipulated in the Care Standards Act 2000.

We are committed to working in partnership with other agencies and aim to forge good links within a multidisciplinary team, ensuring that each and every child has an individualised programme of support within the setting and in their wider community.

## Residential Provision

The Residential provision (Kiplings) has been established to provide an extended day over 3 nights, for those pupils needing to develop their intellectual, physical, personal, social, communication, positive behaviour, mental health and emotional wellbeing, healthy lifestyle and independence skills.

The extended day provides a range of purposeful activities which are linked to the pupil's Education Health Care Plan (EHCP) and Individual Education Plan (IEP) e.g. physical (gross and fine motor) development, language development, reading, number, creative activities and social activities.

Topics link to school and these are demonstrated and evaluated using PSHE objectives which are evidenced using the evidence for learning tool, again linking in with the school. This allows staff to see a broader picture of the children's progress in all areas. Pupils are involved and receive appropriate targets that they can concentrate on and work towards, enabling them to take ownership of their progress. These areas are currently monitored consistently using a tracker method highlighting progress in areas including Communication, Personal Care, Independence, Healthy lifestyle, Positive Behaviour, Mental Health and Wellbeing and Socialisation. These are displayed for the children to see and be aware of.

Activities and are planned and structured to include the opportunity for children to learn, play and have fun developing and progressing with the emphasis always being placed on children and young people's choices.



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The maximum current number of Staffordshire residential places in school over the week is 17 places; 16 Res 2 and 1 Res 1, but this varies each evening dependent on the individual needs of the children and young people. This may also change to allow pupils time to settle and adjust to the residential opportunity. Currently we have 2 Res 1 pupils.

Pupils are able to access Kipling's on request and approval from the School panel, regardless of their ethnicity, age, gender or religious and cultural background. Children are not discriminated against paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. Considerations are looked into with regard to some medical needs and the ratio of pupils requiring support.

Within the residential setting consideration is always given to individual, ethnic, cultural and religious requirements whilst promoting an ethos of being healthy, enjoy and achieving, economic wellbeing, making a positive contribution and staying safe.

In individual circumstances the use of aids i.e. camera/monitor, bed guards, specialist beds etc may be required as a safeguarding measure to promote safety and wellbeing. This would be incorporated in the individual's risk assessments, parental agreement would also be sought following data protection guidance and the correct protocol would be in place.

Parents are encouraged to have an initial visit to look around the provision before their child begins their placement. We work in partnership with parents and carers providing support in all areas of their children's development and care incorporating EHCP outcomes and class IEP objectives. We work closely with the class teacher, staff and other professionals involved with the children to ensure the best outcomes.

Parents are encouraged to be involved in the development of individual care plans and all aspects of the child's life in Kipling's. Parents are welcome to visit the setting as they wish. This can be through formal reviews and meetings or through more informal opportunities, during a planned open day in Kipling's inviting interested current and future parents to come along.

Parents are also encouraged to phone if they wish to speak with their child and this is equal for the children if they wish to call home. Staff will offer support to facilitate this.

The home- school diary has now been replaced by Seesaw, an effective tool to communicate electronically, keeping parents instantly updated and notified of how their child is doing during their stay. It is also used to inform parents of their child's progress, activities and targets. Pupils can be involved in this if they wish to show parents what they have been doing. Some parents may wish to send a separate note book diary with their child's personal

belongings which is also welcomed if this is preferred and is completed along with the Seesaw messages.

Each half term a creative overview of children's planned activities is sent home to share with parents and carers, enabling them to be fully aware of the topic activities and opportunities offered to their child. This also allows them to extend their learning transferring ideas and skills at home.

Communication is key with the class and an individual class diary is completed daily both to Kiplings and back to class along with a verbal handover as required.

The evening and night handover in Kiplings is completed using a written recording form from evening staff to the night attendant and vice versa for the following day. Verbal handover is also shared with the team as required. This is kept in a file for future reference, all staff are aware and read this.

## Admissions

The Admissions Policy recognises that the provision is a resource for all the pupils on the school roll. However; the Panel can refuse to admit any pupil whose risk assessment is too exceptional should they feel the risk is too high for any pupil or staff within the setting. This includes exceptional medical and health risks for whom expected competencies are over and above what residential staff can deliver.

The Admission Panel consists of:

- Headteacher - Lucy Bloor
- Head of Care - Julie Machin,
- Residential Governor - Michael Bedford
- School Business Manager - Emily Farr
- School Conductor/Class Teacher - Suzanne Stevenson
- Key Workers may also attend

Consideration is given to all the needs of the young person. Decision making is transparent as all placements are considered on an individual basis as the residential monitoring responsibility for the overall provision remains at present with Staffordshire County Council. Out of county pupils may attend if places are available and funding is sought separately from the individuals County.



Applications are made in the first instance to the Head of Care who will speak with the family/carer to determine the child's needs. A welcome pack including an all about me booklet and initial paperwork including a medical overview is sent out to parents and carers to complete with their child. A Care Plan is put in place and a Risk Assessment is carried out. Families are invited to visit the setting to determine suitability of beds etc. Applications are then presented and considered by the Admissions Panel.

If agreed, a place is offered for one night for a period of six months. Up to two nights may be offered in accordance with the policy and available capacity in Kipling's. Set nights are determined by the Residential Head of Care and staff team according to age, gender and individual need including the appropriate bed that is most suitable for the child. The number of children admitted for each night is dependent on their needs and the level of support required whilst 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. Due to increased applications, placements that have been taken for a longer period may be reviewed earlier to allow other pupils this opportunity. Parents can reapply for their child to have another placement later if available.

Any appeals are addressed to the Head of Care in writing and then discussed at the next Panel meeting. Further to this, Appeals then go for the attention of the Deputy Headteacher, Residential Independent Visitor / person (currently Tracey Carr and Kirsty Burton).

Copies of the Admissions Panel Review reports are sent to parents after the review along with the Parent/ Carer home school agreement for parents to sign and return if they agree. The agreement is then sent out annually with all paperwork to update. The review input from Kipling's is informed by report documents which require parental feedback to measure the impact of the provision for their child. Class reports from the teacher are also requested informing on the progress of the child and how the residential opportunity has helped to support them in class. Information from EHCPs and class IEPs also inform the review, ensuring that individual needs and objectives are being met. Key workers complete a tracker review and add to the report to demonstrate target objectives and progress during the

review period. If required other professional input may be sought including from the school nurse, conductor and physios.

Residential 1 (Res 1) placements or extended days can be offered along with Residential 2 (Res 2) or overnight placements; or as an opportunity to work towards an overnight stay if this is appropriate in meeting the child's needs safely and if there is availability. 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 social interaction with peers through a range of learning and play activities incorporating life skills and developing independence until 6:30 pm or until a time agreed with families and the Head of Care. Parents and carers are expected to collect their child.

Vacancy places may be offered to pupils who access one night; this is to cover other pupil absence and to ensure that Residential is full as planned, ensuring that the current contract with Staffordshire County Council is met. On occasion places may be offered to offer pupils a taster to the residential setting. Places are only available to pupils assessing 1 night only and not to pupils after the autumn term in Y6.

We acknowledge that it may take some individuals longer than others to adapt to staying away from home, having to develop trust and confidence away from home and to be able 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 if this is available and planned. We also recognise that families need to feel confident in our ability to care for their children and offer open communication to help to reassure them.

## **Transition**

Leaving the provision in Year 6, pupils have a transition programme in place for leaving the setting and support is provided to the children and their families. When a pupil is in Year 6, there will be a reduction of provision in the Autumn Term at Christmas to one overnight only, with the placement ceasing by the following Easter Spring Term.

This transition period prepares the pupils and parents and carers to begin to adjust to change and enables the pupils to develop awareness and skills to cope with their life transitions later preparing them for their next key stage and the future. Many pupils move on to schools with no residential provision and therefore benefit from this transition.

Out of county placements have a similar process with the school child's authority and is dealt with on an individual basis in order to follow the appropriate counties procedures. Staff will talk to parents individually about this process.

## Facilities and Resources

- **Accommodation**

Kiplings residential provides a welcoming, friendly, homely and safe environment for all. This is a well organised provision which can be adapted to meet all the pupil's needs. Appropriate risk assessments, maintenance and checks are in place and updated accordingly. There is a regular fire drill each half term.

Separate bedrooms are available for boys and girls. Considerations of space, comfort, privacy, storage and personalising the environment weigh equally with those of security, efficiency and staff routines of supervision.

Separate spacious bathrooms offer the children greater independence with the choice of a bath or shower, and opportunity to practice and develop their personal care skills including toileting. Pupils have access to their bedrooms at all times, they have their own personal space to create and make their own, bringing their own bedding if preferred. All rooms have privacy dividers if required.

There is access to social areas which are appropriate to their main purpose. An area is set aside for quiet activities, and there are areas for play and sensory activities in the playroom and bedrooms. There is a range of fun and learning activities and resources available to allow and encourage pupils to exercise personal choice as well as participating in planned activities.

Pupils have access to a telephone which enables them to make outgoing calls with sufficient privacy to prevent conversations from being overheard if required, staff also support and facilitate too as required.

The area set aside for quiet activities can be used for specific homework such as reading, planned by the class teacher, with the child's key worker and other staff

supporting them to make sure this can be completed. Some pupils will not necessarily have acquitted the literacy skills usually associated with homework in the traditional sense, however they are supported and encouraged to engage in these activities if preferred. There is a variety of outside areas that the children can access including Pathways (play area), the Bird Hide, Sensory Garden and the Outdoor Classroom. All pupils have opportunities to explore these areas.

The extended day over 3 nights, provides opportunities for all pupils to extend and reinforce what has been explored and learned during the school day, and to work towards developing these skills with increased confidence and independence. This time enables the children to develop meaningful relationships, make friends and promote their mental health and emotional wellbeing.

- **Housekeeping**

The residential is cleaned daily by the schools Domestic team, and at the end of the evening by the Night Attendant. Clothes are sent home with pupils, however if soiled they will be laundered first. All bedding is laundered and beds prepared for each stay. Spare washing and hygiene items are available for the children to use, however personal items are requested to be sent in for individuals personal use only. Meals are prepared and cooked by the schools Catering team and served by the residential staff. All repairs and maintenance are carried out by the Site Supervisor or appropriately trained personnel.

## Clubs and Activities

Planned club activities are organised and run each evening. These vary depending on consultation with the pupils, the school curriculum and topic cycle. They can include cookery, gardening, drama, sports, Rebound Therapy, creative art, sensory sessions including music & movement exploration, sensology, pamper sessions and music club. This is a fundamental part of the school's work on developing inclusive opportunities for all. All pupils are encouraged to make club suggestions and share their ideas using their pupil voice through all methods of communication. All resources are available for the children to use. Children have opportunities to free play sessions of their own choice.

## Overall Aims and Objectives



## **Preface**

The corporate strategy of the County Council outlines the Council's commitment to providing support for vulnerable children to help them achieve and fulfil their potential regardless of economic and social backgrounds, home circumstances, ethnic background, gender, disability and health. It is committed to local service delivery and excellent service quality.

As part of the Children and Lifelong Directorate, we are responsible for meeting the overriding objectives for engagement with children and young people with disabilities in working together to ensure that they:

- Stay safe
- Being healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

## **The Protection and Promotion of the Health Needs for Children**

The child's health needs form part of the admissions process and appropriate measures such as Individual Health Care Plans are put into place to meet the child's individual medical needs. Parental consent is sought in relation to all medication and feeds administered including first aid.

Information is required before admission to Kiplings in order to prepare individual medication and feeding care plans and receive any training requirements needed. Medical paperwork is sent out annually or upon parents request in order to update. It is the parent's responsibility to make us aware of any medication or medical changes.

If a pupil is unwell during their stay in Kiplings parents will be contacted to make arrangements to collect their child. Key staff have received emergency First Aid training and also Paediatric First Aid training. Emergency First Aid boxes are accessible in the provision along with a Defibrillator if required.

The provision has a secure medical cabinet for controlled drugs / rescue medication and a separate medication fridge is contained within the duty room. All Staff undergo training in relation to the administration and safe storage of medication and feeds.

- Management plans are in place for the administration of Midazolam, suction and other interventions as required. All staff have appropriate training in this area of administration.
- A training log is kept on all training completed, competences and future updates. Staff carry out a competency exercise within the team to maintain high standards of confidence and good practice.
- Parents/carers are responsible and expected to inform the residential Head of Care and staff team of any changes to medication, feeds and protocols required for any medical intervention. Written medical paperwork from practitioners may be required to support these changes.
- There is no nurse provision present during residential hours. In an emergency parents would be informed immediately along with the emergency services. The School Nurse is supportive with queries or concerns when on site.

## **Behaviour Management**

All staff are committed to creating a positive and stimulating environment for all children. We have a comprehensive policy in place which focuses on rewarding positive behaviour and leading by example by modelling positive conduct and demonstrating respect for others and their belongings. Staff are aware of pupils requiring behaviour support plans.

Staff have received positive behaviour management training.

## **Arrangements for Safeguarding and Countering Bullying**

- Safeguarding, arrangements follow the Staffordshire Local Safeguarding Boards and 'Working Together to Safeguard Children' (September 2021) and Keeping Children Safe in Education September 2023 guidance.





- All Staff are trained to a minimum of Level 1 and recognise the immediate physical health and emotional needs of the children. All staff receive regular safeguarding training updates and the Head of Care is a Deputy Designated Safeguarding Lead Level 3 completed. Clear safeguarding guidance is displayed and there is a safeguarding team consisting of:
  - Geraldine Fallows - Deputy Headteacher (Designated Safeguarding Lead)
  - Lucy Bloor - Headteacher (Deputy Designated Safeguarding Lead)
  - Julie Machin - Head of Care (Deputy Designated Safeguarding Lead)
  - Sharon Robertson - Family Link and Class Teaching Assistant
  - Abi Hall - Family Link and Class Teaching Assistant
  - School Nurse (attends meetings)
  
- Anti-Bullying - all staff are committed to being pro-active in challenging bullying and encourage positive relationships within pupils, peers and families.
  
- Fire Safety - we ensure that positive steps are taken at all times to ensure and promote the health and safety of all young people. All staff are aware of the Health and Safety Policy, and there are staff on duty that have completed the Fire Marshall training. We comply with the Regulatory Reform (Fire Safety) Order 2005 and complete regular fire drills in the setting each half term. A record is kept of all drills and outcomes. The fire alarm system has recently been updated.
  
- Risk Assessments - high risk activities will be subject to risk assessments which will be recorded and signed by a senior member of staff. Kiplings has a full risk assessment overview for the settings out of school hours.
  
- Intruder Alarm - the residential setting is locked up along with the school at the end of the evening shift by two residential staff and the intruder alarm is set. There is a protocol to follow in the event of an Alarm. All SLT and the Site Manager have keys to the school.
  
- Arrangements for Dealing with Compliments and Complaints - we have a comprehensive Complaints Policy, known to and understood by all staff. All CYP are advised on their right to make a compliment or complaint and are supported to do so through various schemes. We will also have independent visitors who will report any concerns to a senior member of staff. Formal complaints can also be made directly to Ofsted.



- Anti-Discrimination Practice - we promote a positive ethos which fully embraces principles of diversity. We acknowledge and endorse the schools policy on Anti-Discriminatory practice, and commit to the intent that no child or family will be discriminated against regardless of age, economic and social backgrounds, home circumstances, ethnic background, gender, disability or health.

## Monitoring Schedules

Kiplings is inspected annually by Ofsted and is registered as inspected under the National Minimum Standards for Residential Special Schools. Under these regulations, Kiplings does not accommodate children above and beyond the maximum stated 295 days per year.

In addition, monitoring is also carried out during each term with Announced and Unannounced visits from representatives of the local authority, a peer Head of Care, Governor for Residence and Independent Visitors. Independent Persons visit a minimum of 6 times over the school year unannounced.

## Promoting the Child's and Family Views/Consultation

Children's views and choices are valued and sought at all times and are evaluated during out monitoring processes.

Residential discussions take place including the children to talk about ideas that they may have and to make future plans. The format of the meetings is differentiated for our sensory learners to ensure that they are included in consultations.

'Have Your Say' activities including KISS (Keep, Improve, Start and Stop) and all about me profiles are completed to encourage the children to have their say, make choices and feel listened to and understood. Some children in Kiplings are also School Council representatives and this helps to support and promote pupil voice throughout.

Parents contribute effectively through the review process and surveys. Communication with parents is key and essential, ensuring that the best support is in place for their child.

Staff have a wide range of knowledge, skills and experience that enable all needs to be met including Makaton, Intensive Interaction and PDD. Communication and good practice is shared by other professionals in school including Physios, SALT, VI and HI teams. Children may use high tech communication aids or low tech alternatives to support their needs.

We promote an 'open door' policy, and welcome visits and phone calls from parents, guardians and social workers. Children are supported and assisted when making calls home if they prefer.

## Meeting Schedules

- Head of Care meetings to share good practice, to be informed of new initiatives and keep up to date with any changes in practice and to ensure consistency across the county Residential Special Schools.
- Admissions and six monthly panel review meetings comprise of the Headteacher, Head of Care, School Business Manager, Residential Governor and School Conductor. This ensures equality when admitting new pupils to residence and the reviewing of current placements, a broader professional input and the monitoring of cost and the attendance of the pupils.
- Risk Assessment moderation meetings – with peer Heads of Care to moderate and seek evidence to support the risk assessment levels for a child's individual risk assessments.
- Staff Briefings – weekly meetings to inform of operational issues, keep up to date on new initiatives and legislation, CPD and discuss pastoral issues.
- Staff supervisions are completed every half term. Head of Care is supervised by the Headteacher, and the Residential Support Workers are supervised by the Head of Care.
- Annual Performance Management / Appraisal – provided by the Head of Care.
- The Headteacher or Deputy Headteacher provides the Annual Performance Management/ Appraisal for the Head of Care.



- Safeguarding meetings are attended by the Safeguarding Team on a weekly basis.
- Child annual review meetings may be attended by a Key Worker or Head of Care. A report is completed by the Head of Care to support the EHCP and annual reviews as requested.
- Senior Leadership Meetings are attended weekly by the Head of Care to discuss strategic matters, school and residential development.

## Appeal Process

If there is the 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 made within one month of the date of the panel decision.

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 individuals needs against the needs of others and will ensure that procedures have been followed appropriately. Parents and carers will be contacted again in writing soon after the appeal with the agreed outcome.

If parent and carers remain unhappy with any decision that may be made, the Appeal will be considered by the Deputy Headteacher, Independent Visitor and a School Governor.

**Lucy Bloor - Headteacher**

**Horton Lodge Special School**

**Rudyard**

**Near Leek**

**Staffordshire**

**ST13 8RB**

**Tel: 01538 306214**



## Data

By applying for residential education provision your child's personal data will be shared with Staffordshire County Council who commission this service to the school. The purpose of this information sharing is to ensure the effective and efficient delivery of the service and to ensure your child's educational needs are being met. Staffordshire County Council will not use the personal data shared by the school for any other purpose and will process your data in accordance with its obligations under the Data Protection Act 2018 and the General Data Protection Regulations 2018. To find out more about how Staffordshire County Council process your personal data please see their privacy notice at: [www.staffordshire.gov.uk/privacy](http://www.staffordshire.gov.uk/privacy)