



# **West Kirby School & College**

## **Statement of Purpose – Care**

**Reviewed and amended : June 2021**

This statement is made with due regard to statutory legislation and government guidance including:

*Children's Act*

*Care Standards Act*

*Residential Special School Standards*

*Working together (safeguarding children)*

*The Protection of Children Act*

*The Victoria Climbié Inquiry*

*Working with Children Act*

*Child Protection procedures for barring or restricting people working with Children*

*Keeping Children Safe in Education*

*Safeguarding Vulnerable Groups*

*What to do if you're worried a child is being abused*

*National Minimum Standards for residential schools*

*SCCIF*

## **Residential Care Department**

West Kirby School (WKS) specialises in making provision for children and young people aged 5 – 19 with complex communication difficulties. These can be presented through autistic spectrum condition, language difficulties, social, emotional and mental health needs, and a range of learning difficulties that have an impact on social care needs and levels of independence.

At West Kirby School, we strongly believe that, in order to support a young person in achieving their full potential, we must treat each as an individual and provide a holistic approach to meeting their needs.

All the staff within West Kirby School and Residential Care Department work closely to provide a bespoke package for each pupil addressing their social, emotional, educational and communication needs, whilst supporting their physical, cultural and moral development.

The Residential Care Department plays an integral role within this. Care staff support pupils throughout the school day and help to provide a supportive and structured environment during lunchtime. Pupils are encouraged to develop social skills and interests during the lunchtime period, in small groups supported by staff.

The residential provision at West Kirby School is an extension of the school. Residential placements are available for up to eight young people. Whilst the residential setting is registered for the same age range as the whole school it is mindful of ensuring that the needs of the young people are managed in an age appropriate way. For this reason, at present, the residential care is aimed at supporting pupils aged 10-19. The pupils are

supported according to their level of need and independence. Residentially we offer a range of packages to support pupils, their parents/carers and their referring Local Authority. Extended days allow pupils to join the residential group for the evening, returning home to sleep. We also offer, when spaces are available, short break packages of one to four nights per week, with all pupils returning home after school on a Friday.

A new development for 2021 is The Grove a semi-independent provision attached to Greasby Hall Farm, where pupils will have more responsibility for their continuing development towards independence.

The ethos of the school carries on into the residential groups, with strategies being echoed on the residential side of school life. The residential groups offer a range of activities over the week, aimed at developing social skills, encouraging friendships, supporting independence and reinforcing their “formal” education through practical implementations.

Utilising a seamless approach from education to care, we are able to enhance the learning of the individual. This enables West Kirby School to support the development of the young people across all areas. Staff are available across the 24-hour period to monitor and support our children and young people with their needs.

### **Departmental Aims and Objectives**

- *To ensure that all children are safeguarded and supported in their well-being, allowing them to develop in a safe environment with the secure understanding that staff accept them unconditionally for who they are and support them in their development of independence.*
- *To support young people in their awareness and understanding of their individual special educational needs so that they can achieve the best possible outcomes enabling children and young people to achieve their physical, emotional, cognitive and spiritual potential, in a manner that allows them to enjoy and recognise their achievements over time.*
- *To provide a high quality caring service within a supportive, stimulating and inclusive environment in keeping with the strategic aims of the department and organisation.*
- *To utilise autism friendly approaches in terms of structure, positive approaches, empathy and low arousal, building strong links with parents and agencies and in doing so, providing them with the opportunity to engage and make a positive contribution.*
- *To promote the safeguarding and welfare needs of children and young people by promoting their physical, emotional and mental health ensuring issues are addressed*

*in line with professional practice and school policies and procedures with relevant legislation and national standards adhered to.*

Staff are required to have read and be familiar with all information relating to children in their care and to understand and follow school policies and procedures in areas such as SEND (e.g.: ADHD), pastoral care, complaints, acceptable use of ICT, health and safety, child protection and safeguarding, anti-bullying, behaviour and discipline, the use of physical intervention and response to crises and emergencies.

To improve outcomes for children and young people the following areas are provided by adults responsible for their care:

- Care is provided by an experienced, caring, consistent, appropriately trained and resourced staff team so that young people can experience security, stability and a sense of worth.
- Accommodation is provided within a small group with children and young people of similar age, ability, levels of understanding and self-reliance / independence in order to ensure the greatest level of compatibility. The children and young people access surroundings that are comfortable, yet offering adequate and appropriate levels of support and supervision.
- Basic daily routines have been developed which satisfy physiological needs, promote feelings of security and safety and involve children and young people. Children and young people are treated and cared for equally, fairly and sensitively, there is no discrimination.
- A positive and caring environment has been created which promotes the development of social and life skills and is appropriate to needs and ability enabling young people to develop and to identify their strengths and areas for improvement and by celebrating efforts and achievements
- Rights are promoted by ensuring young people can express opinions, have them taken into consideration whilst understanding their responsibilities both as individuals and as citizens.
- An individual care plan is developed with the input of the young person and appertaining to the information provided in their education health care plan or statement of educational need (Wales), ensuring that effective health care, assessments, treatments and support are included and regularly reviewed.
- Contributions are made to a young person's educational progress by taking an active interest in their school day and in their aspirations, achievements and efforts by having regular communication with educational colleagues and attending meetings.

- Evidence based practice ensures progress is monitored and all records and reports are kept up to date and maintained to the highest professional standard in keeping with school & national policy procedures and regulations.
- Regular and effective communication is maintained with parents/carers and key professionals both within and outside the school community. This will ensure that the children and young peoples' well-being, safety and healthy development is promoted and maintained with appropriate provision in place. During these difficult times of Covid lockdowns where young people have not been able to attend school but have been accessing remote learning, the care team have maintained contact with both parents/carers and young people via telephone, email and zoom meetings.
- Pupils are provided with the option to have, and are encouraged to undertake, regular contact with home for which there are private call arrangements available.
- The quality of standards and service provided is monitored through self-evaluation and working partnerships, welcoming feedback from stakeholders - children and young people, their parents/carers, professionals, placing authorities and inspecting bodies.
- We are well versed in different methodologies in order to maintain improved outcomes for young people using agreed approaches related to the needs of the young person in conjunction with therapists, designated professionals and WKS individual support plans and risk assessments.

### **Keyworkers:**

The keyworker plays a crucial role at WKS. We place great emphasis on the development and maintenance of positive, supportive relationships with our young people, parents, carers, significant others and their Local Authorities. On entry to our residential provision a child/young person will have a named keyworker. Once established in the residential setting this is reviewed to support the young person in making strong, positive associations with their keyworker. The role of the keyworker is two-fold they provide:

- 1) Support and advocacy for the young person;
- 2) A primary point of contact for parents/carers and ensure that the records within the working files and on Behaviour Watch are accurate and current for their nominated young person(s). All staff will work closely with the residential pupils to ensure a positive balance and rapport within care.

### **Pupil Plans/Profiles:**

Each residential young person will have a residential care plan/profile. This forms the basis of the young person's placement plan that is agreed and implemented as part of the induction process and contains information relating to:

- Basic factual placement details (name, DOB, Authority etc.)
- Health and Hygiene
- Medical information – such as: condition/needs and medication required
- Self-Care needs
- Residential specific requirements:
  - Modification for environment
  - Behaviour management
  - Self-help and Independence
  - Communication
  - Social Behaviour/Self Esteem
  - Risk management
- Cultural needs (where applicable)
- Supporting access to education

This Plan, which is a live document, is accessible to all relevant staff. Additional plans such as the Positive Handling Plan (PHP) identify any support associated with physical management or support.

### **Staffing:**

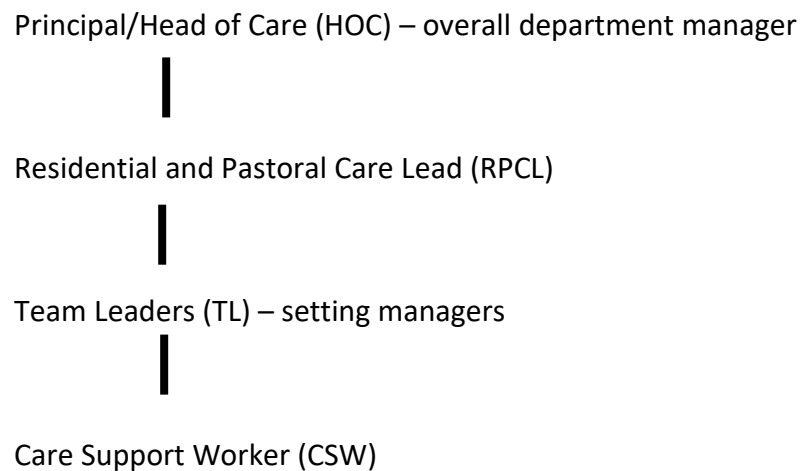
Our residential provision is staffed by care staff who have gained, or are training towards, Level 3 Diploma in Health and Social Care (Children and Young People) or an equivalent qualification. In many instances, the staff body have training well beyond this required minimal level in order to ensure the highest quality of staff and support further CPD. Our staff body are a crucial resource and invaluable in helping young people develop their life skills and become the whole person they are capable of being.

Pupils educational achievements are often underpinned by their time in residence and the residential care staff are adept at supporting the day school programmes. We have a balance of male and female staff, age and experience. Making a strong and committed team. The staff have access to a wide range of CPD and training that matches that of day staff alongside the individual needs associated with residential settings.

Staff have half termly supervision that supports their practice and individual needs alongside monitoring their role and responsibilities. All residential care staff have access to Blue Sky to support their annual cycle of appraisal and performance review.

### **Staffing Structures:**

The following structures are now in place and in operation from September 2020:



RPCL – the RPCL is the general manager of the 38-week residential care provision at West Kirby School. The RPCL is responsible for the residential settings, policies and procedures. They are available on call when not on duty. The RPCL will liaise with the Principal on a regular basis regarding Care related issues. The Principal remains available to offer additional support to RPCL as and when necessary.

Team Leaders – The Team Leaders are each responsible for a nominated setting and the overall senior on duty during evening shifts, supported by the alternate senior. The Team Leader has responsibility for the quality of care within their designated setting along with accountability for the maintenance of records and application of policy and procedure.

### **Additional staffing arrangements:**

Night Supervision – is undertaken by directly contracted, verified and trained staff. This ensures the high level of quality care being maintained overnight and the continuity of care required.

Illness/Absence Cover – the school uses staff employed from the day setting to make up any short fall due to illness maintaining continuity of care and ensuring familiar, trained and experienced staff are used. The department uses a shortlist of experienced day school staff for this arrangement.

### **Links with Education:**

The education and residential care staff work closely with each other and maintain strong positive links to aid access to education and transitions. All young people are supported in



developing and maintaining new learning and skills. This works across both settings (residential and school) and is accredited in both to support the young person's recognition of self-worth in their personal development. The performance of residential pupils is monitored allowing a review of progress and the impact of care.

### **Communication:**

Parents are encouraged to maintain regular contact with staff and in particular, the young persons identified keyworker. This is undertaken in a variety of ways (telephone, email and zoom) and plays a fundamental role in ensuring a positive partnership. It is important for our young people to see and recognise that home and school are working together to support them.

Although young people in residence return home weekly in most cases it is important that contact with home is regular and effective. Parents and families are able to visit in the evening provided it is arranged in advance to prevent clashing with pre-organised events. Daily telephone or electronic contact is available and all contacts / attempted contacts are logged to ensure that checks can be made with parents and families concerning their involvement and receipt of information. All such contact is recorded on Behaviour Watch and subject to monthly review.

Communication between the school and house settings is facilitated by daily contact between staff. The morning briefing provides a summary of the previous evening's events and activities. It highlights positive areas of engagement and raises awareness of when issues caused difficulty or anxiety for individual pupils so that they can be monitored or resolved during the day. Equally day staff will notify directly to the house any matters affecting the school day so that these can be supported in the evening and positive aspects reinforced and rewarded.

### **Health Care:**

WKS promotes healthy living regimes throughout its practice and may utilise individualised programmes for young people. All young people are encouraged and supported in taking responsibility for their own health care needs, appropriate to their age and ability. Individual needs and cultural preferences are supported as far as possible and young people are encouraged to discuss these needs in order to best develop their own management strategies.

Residential pupils have a health care plan. This provides a history and record of their health care. Arrangements for each individual's medical care are made as part of the induction process and the completion of medical consent forms. This allows the school authority to seek medical help in the case of an emergency, although in such an event every effort will also be made to contact home. Residential pupils can, if preferred, be registered temporarily

with the school's local doctor and optician services. We also have access to an emergency dentist if required.

The school has a comprehensive therapeutic and health care team that supports the wellbeing of residents during the school day.

#### **Risk assessment:**

Part of supporting a young person in their development is to help them recognise and understand risks that they will face and learn how to manage these in a safe and appropriate way. There are risks in all aspects of life. Some are avoidable where others need to be recognised and minimised through the application of appropriate strategies. Risk assessments are reviewed regularly and in response to any major incidents and new information that becomes available.

#### **The Specific Residential Settings:**

All residential provision is off site to allow for a more independent approach to a social care living environment, naturalising – as far as possible – the experience of residential placement to that of their natural home setting.

Our residential setting provides a pathway for young people with the ability to move from more dependency in the main setting to a more independent manner of living in the Grove. With the development of The Grove, we have created an ideal provision in which young people are safely able to develop semi independence skills in an environment designed to create a future independent lifestyle. Appropriate risk assessments have been undertaken and the pupil profiles highlight the programmes for independent living in preparation for transition. All residents' profiles are reviewed and updated regularly. The staffing is appropriate and reflects the presenting needs of individuals.

#### **Admissions:**

Admission to residential care is through the established school referral system whereby a child, or young person, is referred to the school in terms of looking for educational provision, or a combined education and care provision. The fundamental underlying reasons for admission therefore relate to:

- Geographical location of the referring local authority (e.g.: the family home and area is beyond a daily travelling distance);
- An agreed need for social care support in the form of residential placements to support personal development needs.

Placements are mainly based on a Mon-Fri (4 day) placement. However, options do exist for part-time placements (short breaks) due to specific EHCP needs and/or social care packages of support within our designated operational times (i.e.: 295 days per annum).

**Activities:**

Young people are encouraged to take part in a range of leisure activities as part of a healthy lifestyle. We strive to integrate our young people into the local community to gain the most appropriate access to services and opportunities. There are a wide range of local clubs and amenities available in the region.

**Food:**

Throughout school and care, we strive to provide a well-balanced, nutritious diet that young people can enjoy. Young people actively engage in making choices and learning about foods, budgeting etc. Medical, dietary, cultural and religious needs are respected and parents are requested to keep the school fully informed of these needs and any changes to them.

**Complaints Procedure:**

In accordance with the Children's Act (2004), all young people at WKS have access to the complaints procedure and named officers. This allows all young people a wide range of options to alert an appropriate adult to any concerns and situations causing them distress.

Parents concerns and worries can usually be addressed and resolved through discussing issues directly with staff. However, if a parent still has concerns they can make an appointment to meet with the Principal, or designated senior manager, to discuss matters further. If after such meetings the matter remains unresolved parents have access to the school's formal Complaints procedure.

**Discipline, Control and Positive Handling:**

WKS aims to develop a secure, friendly and supportive atmosphere within which mutual respect, tolerance and support can openly operate. The residential setting is fundamental to this in helping young people access the social world of family life and the wider community. The approach is simple in that it promotes and rewards positive behaviours. Negative behaviours are supported through reassurance and restoration as far as possible, with the application of resolutions in an appropriate and timely fashion to allow a quick resolution to incidents. Where intervention is required, it is in line with The Restraint Reduction Network recognised and accredited procedures (PRICE) with all events logged, debriefed and reviewed by advanced trained staff.

**Child Protection:**

WKS prides itself on having robust procedures and makes every possible effort to maintain a safe, caring, environment where young people can build friendships; develop social skills and the self-confidence to meet their future potential in adult life. There exists an extensive policy and procedure for Safeguarding incorporating Child Protection which all residential staff are well versed in and able to apply as part of their daily duties.

**Security:**

Each residential setting is a safe and secure setting for our young people. Bedroom doors are connected to an integral paging system, operating overnight, to alert night staff to the need to support, or the disturbance of sleep for young people. In this way, staff are always aware of the support needs of the young people overnight ensuring true 24-hour care.

S. Thomas

Principal/ HoC

N. Horne

Residential and Pastoral Care Lead

June 2021