



RESIDENTIAL POLICY

Written by	Reviewed by	Ratified by	Ratified on	To be reviewed	Status
Lesley Ellison	Lesley Ellison Helen Ashley	Link Governor for Residential	January 2025	January 2026	School

Purpose

The purpose of the residential offer is to support pupil's and student's progression through to adulthood, as part of our PFA offer. Residential uses the aims and objectives of the EHCP to make a demonstrable impact on their education outcomes and better prepare them for life beyond school.

We aspire for our pupils to be offered a timetable where a continuation of their education takes place after the school day. The pupils will be encouraged and supported to experience, develop and be given opportunities to prepare them for adulthood. This can include independent living skills, provide opportunities to spend time with peers out of the classroom to enhance friendships, accessing the local community and prepare for the transition from school to the next stage of their lives. Each pathway is personalised to meet the needs of the pupils and is designed to maximise the progress of each individual.

We also provide the pupils with a nurturing environment that meets their care needs as required by National Minimum Standards and the Ofsted framework of; overall experiences of pupils, how pupils are helped and protected and effectiveness of leaders and managers.

Admission Criteria and procedure

Pupils and students need to be in our PFA department, 14-19 years, to apply to attend residential.

Pupils and students need to have aims within the EHCP which focus on PFA, they can work on these within the residential provision. Those aims can be:

- Independent
- With support
- Fully supported

The PFA provision in residential must be inclusive and pupils and students will not be discriminated against allied to their SEND.

The provision must therefore define how to arrange the overnight offer to maximise the support available allied to the different SEND needs of our pupils within our PFA provision.

Pupils will be able to access the overnight provision alongside peers from their year group, so that educational experience can be matched to the ability levels of the pupils they are working alongside. Once in residential pupils will then be split for their work activities, to ensure that they are able to fulfill their educational needs alongside pupils from the same pathway. These will be broadly organised within 3 pathways:

Residential Pathway 1	<p>Towards Cared-For Living Focusing on communication, making choices and demonstrating consistent Yes/No in their individual response. A sensory approach to experiences and activities will be applied with rewards of small steps of achievements. Pupils will also be working towards Awards for example ASDAN Transition challenge and ASDAN Towards independence, this is broken down and worked in a Pathway 1 approach so that pupils are still able to progress and succeed with their independence development skills.</p>
Residential Pathway 2	<p>Towards Supported Living A programme offered to pupils to learn and practice life skills which can be used in adult living with support. Taking part and completing activities, working towards personal achievements. These pupils will also be working towards Awards for example ASDAN Transition Challenge and ASDAN Towards Independence, this promotes further independence development.</p>
Residential Pathway 3	<p>Towards Independent Living Pupils to develop personal, social and independent skills through taking part in activities and experiences. To gain confidence to be ready to live as a valued member of society. To work on what the individual thinks are important to them in the future to live independently. These pupils will also be working towards Awards for example ASDAN Transition Challenge and ASDAN Towards Independence, this promotes further independence development.</p>

The offer will be available for 2 nights per week, each week to all pupils on Residential role:

Key Stage 4	Monday evening/ overnight	Post 14 PFA	Tuesday evening/ overnight
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The weekly focus will allow the staff to ensure they are able to consistently monitor, observe and track progress of pupils whilst they are working on a more enhanced learning provision. This will focus on their EHCP with an IEP for residential, ASDAN awards and multiple theme weeks throughout each term.

We are commissioned by Cheshire West and Chester Local Authority to deliver extended education at Hebden Green School through the Residential Department for pupils who are on roll at the school. This is not compulsory and is based on the wants and wishes of the child and their family. The placement will be reviewed formally through the Annual Review process to assess if the needs and circumstances of the pupil changes.

If a pupil needs additional support in terms of overnight 1:1 nursing, medical observation, overnight medication, 1:1 support for communication, access to education or behaviour then these needs can be discussed at the Annual Review or during a social care assessment e.g. through Child in Need or Team around the Family (TAF). This support can be put in place by school or by parents/ social care commissioned through parents, education or social care. Any staff member who works on site, even if not employed by Hebden Green School will be asked to adhere to our policies and procedures and will undergo an induction with the Head of Care or SCA.

For pupils who are resident in other Local Authorities, Residential places can be commissioned at the Annual Review or through a Health, Social Care Assessment for a place in the Department to further their education.

Planning and Evaluation

The pupils and students will stay for up to 12 sessions each academic year. The Deputy Head Teacher for Secondary Post 16 will work with the TLR PfA and the Head of Care to:

- a) Plan
- b) Do
- c) Review

Each session in the PfA Residential Provision for each pupil and student who has been allocated a place

Progress will be monitored and reviewed after each session, with the pupils and residential team. Evidence will be documented in the pupils recording documents allied to their pathway.

The residential staff team will also record observations of the pupils linked to their IEP's, these will be reviewed termly.

The Head of Care will work with the DHT and TLR PfA each week to ensure plans, activities and evaluations are relevant to the Residential Pathway offer and ensure progress is being made.

The school newsletter will publish impact of the residential provision against EHCP to the pupils this is shared with parents and staff.

The Head of Care will report back on progress towards EHCP at the annual review and in annual reports.

Care

We provide high standards of care. We work as a staff team within the legal requirements of the National Minimum Standards (DfE, 2015) to ensure that we discreetly and sensitively fulfil all care needs of the pupils whilst in residence. Each child's individual care package will be clearly identified during the residential induction process. We will work closely with parents/ carers and with education, physiotherapy, nursing and speech and language colleagues to provide a seamless transition between the care each pupil receives as a school pupil and the care we will plan for them in residence. This is recorded in an Individual Plan which is then assigned to a named Key Worker who is responsible for updating this document as and when required.

Staff organisation and qualifications

The residential staff team are lead by the Head of Care or Senior Childcare Associate. All of our staff have appropriate qualifications which enable them to work to the highest standards in our residential department. Training and development needs are supported throughout the year and access to relevant and good quality Continuing Professional Development (CPD) ensures that practise remains at a high standard. Residential staff are trained alongside school staff in areas such as Makaton, promoting positive behaviour and in the use of different communication aids so that the holistic needs of each pupil are met.

Communication

We will communicate with parents and families, by phone, email or letter as appropriate. We are available during the school day Monday to Friday and Monday and Tuesday evenings in the event for you to make contact with us.

We will share regular updates through the school face book account and school newsletter.

We will also share evidence of each child's progress in residential in the end of year annual report and during the child's annual review of their Education, Health and Care Plan.

The Head of care and Senior Child Care Associate will be sending parents a Residential Termly Overview out each term to ensure that parents know exactly what their young adults will be doing during their stay in residential.

Safety

The safety of pupils in Residential is of paramount importance.

We have robust procedures to ensure that we employ only the very best staff to work in our setting; vetting and recruitment procedures, excellent practice in safeguarding and child protection and stringent environmental safety management ensure pupils are protected from harm. Please see the Child Protection and Safeguarding, Health and Safety and Safer Recruitment policies. These policies also inform all of our staff the safe working practices to which they must adhere to.

Meal times

We are proud of the food that we offer here in residential. We will provide healthy, home cooked meals, in line with our Healthy Eating Award. Our staff cook fresh meals each day, following guidelines from the Food Standards Agency. Pupils are often involved in preparing and cooking their own meals, and in setting up the dining areas and clearing away.

A weekly menu for each term is planned with the pupils. We discuss their ideas at the termly residential meetings and plan our menus accordingly. An alternative food option is always available, to ensure everyone has a choice about what they eat. Alongside the planned meal, for example Cottage pie, vegetables with Gravy, there will always be an alternative option to ensure that all pupils are fed well and kept happy during their stay. The pupils are offered supper before they go to bed.

The breakfasts we offer ensure that pupils are ready for learning. Typically, we offer a continental breakfast.

We encourage pupils to develop a healthy attitude towards their eating choices. We also want pupils to feel independent and make their own choices about food and snacks. Consequently, we always have fresh fruit and yoghurts available, where pupils can help themselves.

Some pupils who stay with us in residential follow Dysphagia eating plans, with guidelines to meet their needs. These are written by our speech and language therapy colleagues and we ensure that our residential staff are trained to follow them.

Other pupils who stay with us in residential may have specific dietary plans prepared by our nursing and health colleagues, or recommended by a dietician or GP. Again, we will work closely with families and professionals to meet all dietary needs as fully as possible.

Social and leisure times

All pupils who stay with us in residential are offered a variety of activities, for example sports, ICT, art, hair and beauty, gardening, cookery, independent living skills, games and activities.

We have listened to feedback from pupils, who have told us that they like spending quality time with their peers. They enjoy time to relax and socialise, making good use of our Residential provision alongside their peers during evening social times.

We also have exclusive use of the school hall, sensory room, the immersive learning space and numerous outdoor spaces during residential time. These excellent facilities enable us to invite community groups into residential during club time (following careful vetting procedures) and further enhance the residential experience for your child.

Bedtimes and mornings

We know how important routine and a good night's sleep are for all pupils. In an exciting environment like residential, it is essential that we establish a routine to help pupils feel settled and comfortable. Consequently, we encourage each pupil to follow their usual bedtime procedure wherever possible. This ensures that they have had fun and are happy, whilst still able to go back into school the following day feeling refreshed and energised.

Bed times will vary according to the age, medical and personal care needs and requests of each pupil, or from the information parents share with us. We will respect the preferences of each pupil but also make sure that we adhere to appropriate bed time behaviour and respect each other's need to sleep.

Ofsted, Independent and Governor monitoring of residential.

We welcome monitoring of our provision. This is to ensure that we continue to offer the very best, continue to improve and constantly evaluate what we do. Consequently, we employ an external monitor to make an unannounced visit every half term. Our unannounced visitors are enhanced CRB checked. In addition, governors on occasion do make announced visits or have tours of the department when they take part in the Governing Sub Committee meeting for Residential Governors. They visit residential to note our compliance against the National Minimum Standards, Ofsted guidance for residential provisions and ensure that our policies and procedures are being adhered to.

The unannounced visitor will also pay particular attention to a particular strand of the inspection framework each term, enabling them to make an informed judgement about the quality of the provision at the end of the school year. This then enables a review of the provision to take place, with targets for improvement, investment, staff training or development agreed for the following academic year.

Our residential provision is inspected annually by Ofsted:

“Ofsted is the Office for Standards in Education, Children’s Services and Skills. We report directly to Parliament and we are independent and impartial. We inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages.” Ofsted.gov.uk

We will provide parents with a copy of the inspection report and letter from the inspector; they are also available to download on our website: <http://www.hebdengreen.cheshire.sch.uk/> .

Parental complaints

- If parents have any concerns or complaints, they are invited to contact us and share these with us here in residential on 01606 594221, asking to speak to Lesley Ellison or Charlotte Kelsall in the first instance. Parents can also write a note in the home school communication book.
- If parents are concerned that we have not effectively addressed any concerns that you have raised with us, we would ask that they express those concerns to Helen Ashley,

Headteacher, by telephone or in writing. The Headteacher will detail how concerns are being managed.

If parents are still not satisfied with the outcome of their complaint or concern then they can:

- Write to the Chair of Governors, Ashley Roberts, expressing their concerns, c/o Hebden Green Community School. All correspondence should be marked confidential and will be passed on to her securely.

If you are still not satisfied, you can contact:

- The Local Authority,
Cheshire West and Chester,
HQ,
Nicholas Street
Chester
CH1 2NP
Tel: 0300 123 8 123
- The Secretary of State
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT Telephone: 020 7340 7000
- Ofsted, by calling the hot desk from 8am to 8pm Monday to Friday on 0300 123 4666 or by email enquiries@ofsted.gov.uk.