

Saxon Hill Academy Sleepover Club



Taking Pride in Success

Statement of Purpose

MISSION STATEMENT:

“At Saxon Hill Academy Sleepover Club, we strive to ensure that our service is pupil focused and of the highest quality. We are proud that within our homely, nurturing environment, pupils feel safe, take care of each other and show mutual respect. They build strong, caring relationships with each other and with staff.

We are committed to the continued professional development of staff, to provide them with the knowledge and skills to effectively meet the needs of each individual.

We promote a listening culture ensuring that pupil voice is heard and valued. Pupils achieve success socially, emotionally, physically and intellectually through opportunity and aspiration, enhancing their ability to engage in learning and the development of independence skills in preparation for adulthood.”

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Glossary

DHOC	Deputy Head of Care
EFL	Evidence for Learning (App. to record progress)
EHCP	Education & Health Care Plan
HOC	Head of Care
LA	Local Authority
RA	Risk Assessment
RES 1	Residential 1 (extended day provision)
RES 2	Residential 2 (overnight provision)
YP	Young People

General Information:

Address:

Saxon Hill Academy
Kings Hill Road
Lichfield
Staffordshire
WS14 9DE

Phone Numbers:

School office: 01543 414892
Sleepover Club Office: 01543 417178

Email:

Head Teacher: melanie.newbury@saxon.set.org
Head of Care: kim.thomas@saxon.set.org

Current number of pupils on role:

132

Senior Leadership Team:

Head Teacher:	Melanie Newbury
Deputy Head Teacher:	Maggie Candlish
Assistant Head Teacher/SENDCO:	Suzanne Walters
Head of Secondary School:	Emily Thompson
Head of Primary School:	Karlie Jewell-Bolton
Head of Care:	Kim Thomas
Business Team Manager:	Wessley Morris

Chair of Governors:

Hilary Armstead

Governor with responsibility for residence:

Judy Meads

Safeguarding Officers:

Head of Care:	Kim Thomas (DSL)
Head Teacher:	Melanie Newbury (DDSL)
Family Support Worker:	Helen Bowers (DDSL)
SENCO:	Suzanne Walters
Early Years:	Karlie Jewell Bolton

Governor with responsibility for Safeguarding:

Stephanie Skelton (Vice Chair)

Independent Persons for Residence:

Mark Emly
Sally Ncube

Date of Last Ofsted Inspection:11th – 13th July 2023**Outcome:** Outstanding in all areas.**Residential Team:**

		Professional Qualification
Head of Care and Registered Manager	Kim Thomas	NNEB, L4 Leadership / Management in care, Safeguarding L4,
Deputy Head of Care	Yvonne Yearsley	L4 NVQ Health/Social Care CYP, NVQ D32/33 Assessor
Senior Shift Leader	Dawn Williamson	L3 NVQ Health/Social Care CYP
Residential Support Workers	Sarah Carter	L3 Diploma in Early Years & Young People's Workforce. (Plus, top up Social Care Units)
	Mei Yee Chou	Bachelor of Nursing Commencing L3 once completed Probationary Period.
	Andrea Hope	L3 NVQ Caring for Children and Young People. Working towards L5 Leadership & Management
	Deborah Morgan	BTec L3 Diploma
	Darren Smith	L3 Diploma for CYP Workforce
	Rebecca Wright	RGN (Working towards L3)
Residential Nights Support Workers	Kelly Arrowsuch	L3 Cache Diploma for CYP Workforce L3 NVQ Health & Social Care (Adults)
	Jade Drew	L3 Health & Social Care CYP
	Natalie Horne	QCF L3 Diploma for CYP's Workforce
	Gaynor Launchbury	NVQ L3 Health & Social Care CYP
Cook (Contract catering)	Michelle Bennett	City & Guilds 7061/2 – Chef L2 Food Safety

Introduction

Saxon Hill Academy is a school for Young People aged between 2-19 years, who have physical, complex medical, sensory, communication and learning needs.

Pupils are encouraged to develop their social, physical, communication and independence skills within a safe, vibrant and homely environment. Our highly skilled team provide tailored learning opportunities and therapies to enhance the educational progress and experiences of the pupils, in addition to providing high quality care. This helps build strong relationships between the school, and families who value the support that the residential education provision provides. We embrace the learning pathways of each individual and together with school promote 'Golden Threads', a curriculum driver which will ensure that all pupils leave Saxon Hill as leaders in their own learning.

Through our planned activities, we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views. We adhere to the principles and advice in 'Keeping Children Safe in Education 2022' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism and staff complete regular training to retain up to date knowledge.

Our community engagement provides valuable outcomes for our pupils, building confidence for independent living and vocational skills; while our school-based resources such as Hydrotherapy, Rebound Therapy, Forest School area and sensory provision, provide for exciting learning within our setting.

Together with the four other Residential Special Schools within Staffordshire, we are able to:

- Offer a resource which is part of an integrated Children and Young People service.
- Put Children and Young People at the heart of personalised learning.
- Engage with key multi-agency partners to meet individual children's personal, physical, communication, health, social and emotional needs.
- Look to develop the independence skills of each individual to support all transition phases in preparation for adulthood.
- Embrace parents and carers as partners to further support shared aspirations and ambitions for children.

We share the vision of the Children's Commissioner and promote a society where the rights of young people are realised, where their views shape decisions about their lives and they respect the rights of others.

Within our residential education setting, this is achieved through regular consultation meetings and the general ethos of our provision where pupils are listened to, and their opinions are valued.

Residential Education Provision

Saxon Hill Academy has a 14 bed unit affectionately known as 'Sleepover Club' and we are commissioned by the Local Authority to provide 42 pupil places per week. The opportunity for residential placements at the school is explored for families and pupils who wish to access the provision.

We offer individually tailored, quality overnight and extended day educational care over four nights (Monday to Thursday) during term time. The offer, for a maximum of two nights, is open to students of the school who are aged from 4 years and who are in full time education at the school. There is a phased exit plan for pupils approaching their final year in school and residential educational provision will cease by the end of the Spring Term in Year 14 or that of their final year in school. Placements for pupils who have experienced long periods of time at the provision, or whose targets have been met, may be reduced or closed to allow similar opportunities for other pupils.

Appropriate nights for residence are allocated depending on our ability to meet the physical, emotional and social needs of each individual and in compliance with the National Minimum Care Standards and Ofsted inspection requirements. It is good practice to provide an age appropriate placement for each young person in our care.

Our staff team is predominantly, but not exclusively, female.

Two waking night staff and two sleeping staff are on duty each night. On occasions if the number of residents is low, only one sleeping staff member may be required and responsibilities for remaining staff are risk assessed and amended accordingly.

With permission from parents, carers and pupils, listening or camera monitors are used in some bedroom areas to either reduce risk to vulnerable residents, or at the request of families. If there is an issue or concern that privacy is being compromised for a pupil sharing a room, we will try to accommodate them in an alternative bedroom if possible.

Parents and pupils are advised that there are CCTV cameras around the building perimeter to provide additional security.

Use of telephones:

We recognise the right for pupils to be able contact family or friends. Those who may bring their mobile phone to Sleepover Club must hand it to staff for safekeeping in the office during their stay. If they wish to use the phone, they should ask a staff member and the phone should be returned to the office following the call.

As most phones now have integral cameras, calls on pupil mobile phones should be taken out of the proximity of other pupils. This procedure helps to safeguard any potential misuse.

There is a hands-free phone within the setting which may be used on request. Parents or carers are also able to phone Sleepover Club to speak to their children. The calls can be transferred to the hand-set to be taken in private if preferred.

Staff mobile phones are kept in the office.

Use of cameras:

We use the cameras on iPads in Sleepover Club to record evidence for our pupil files. Photos are also used on displays within school and do not go in the public domain unless permission is given. Parents / carers are asked to complete a consent form on their child's admission to school. GDPR principles are followed.

Aims

Commissioned by the Local Authority, we are responsible for meeting the over-riding objectives for engagement with Children and Young People with disabilities. Evidence of progress towards their EHCP targets is recorded on the 'Evidence for Learning' app.

EfL supports an Inquiry-based approach to education and provision, that allows ALL stakeholders in pupils learning and development, to gather photo and video evidence, linked to the individual's learning goals, as well as any key skills frameworks. In Sleepover Club, we link the evidence to the progress tracking framework created for our 'Outcomes Monitoring' which we provide quarterly as per our contract for the Local Authority.

EfL also enables parents/carers, learners and external stakeholders to engage in the learning process. Photos, videos and notes can be shared securely by the school, but families may also submit their own comments, photos and videos to reflect pupil development and experiences at home and within the community.

Using an holistic approach, Sleepover Club aims to provide pupils with opportunities to extend their ability to:

- Develop independence - physically, intellectually and socially
- Develop daily living skills in preparation for adulthood
- Develop self-esteem and confidence
- Work towards the stages of Self-actualisation and fulfilment
- Have an awareness of others' needs through group living and showing respect and tolerance towards each other
- Acquire knowledge, skills and understanding appropriate to the development of their independence
- Enhance their communication skills to enable them to develop their own decision-making and choice making and to be able to express their feelings.
- Develop their own attitudes, values and beliefs and the ability to express them
- Respect the values and beliefs of others
- Develop creativity, imagination, curiosity, enquiry and problem solving
- Experience success and reward through achievement
- Develop personal, social and environmental awareness
- Have an enjoyment of learning through the development of life skills
- Have the concept of their role as citizens in society
- Integrate into the wider community

Processes to achieve these Aims:

Staffing:

- Individual pupil Risk Assessments inform the numbers of staff allocated for each night, ensuring safe and practical staff ratios.
- Individual Care Plans for all pupils identify the support required and inform the Risk Assessments.
- Extensive staff training enables the needs of the pupils to be met both physically and emotionally.
- Staff are valued and work well together as a team. They lead by example and create a family ethos to nurture and promote development in all pupils.
- Activities are planned to follow the individual learning pathways for pupils, as they are in school. They meet the needs of our sensory, emerging and developing learners in Key stage groups known as Explorers, Investigators, Adventurers and Towards Independence.

Targets and Objectives:

Activity planning and individual target setting provides opportunities for pupils to learn and make progress. Targets reflect those set within school in support of the individual's EHCP outcomes. Parents and carers may also request that we focus on specific targets to support them in the development of their child's progress and independence at home.

Achievement is recognised, measured and celebrated.

Facilities and Resources

Sleepover Club is situated in an annexe off the main school building.

The sleeping accommodation comprises of six twin rooms and two single rooms leading off one corridor. Each bedroom has an overhead hoist, sink and a TV. Boys and girls sleeping areas are separated.

Where possible, pupils are placed with their chosen peers/friends. Shared bedrooms are very popular with pupils who often relate the experience to having a sleepover with their friends, in the same way that their siblings might with their friends. However, appropriate bed types and risk assessments are considered before beds are allocated.

We also offer a bathroom with a Jacuzzi bath, sensory lighting and music, a wet room and separate toilets. We have a lounge / dining area, activity room, a Game Station with gaming chairs, Wii, Playstation and X-Box, a sensory/quiet room and a medical room.

The Sleepover Club grounds are enclosed and secure and include a wheelchair swing, interactive activity panels, a gazebo, lawn, soft surface areas and raised beds for horticultural activities.

Within the main school and grounds, we are also able to access a hydrotherapy pool, rebound therapy area, café library, Forest School area and campfire, a yurt, poly tunnel, planetarium and play area.

Pupils who access Sleepover Club are enrolled in 'The Children's University' scheme which promotes a love of learning and development of skills via extra-curricular activities. Success is celebrated at an annual Graduation Ceremony led by Staffordshire University.

Occasional trips and visits are planned when possible and we also welcome visitors to Sleepover Club to enhance learning and offer different experiences for pupils.

Activities:

Planned activities take into consideration opportunities to meet targets, and include the development of independence skills, topics, crafts, cooking, horticulture, culture and diversity, and community involvement.

Pupils provide input into the planning during Children's Meetings by discussing activities that they would like to do.

Daily Living skills are an integral part of the routine within Sleepover Club and promote the development of independence and offer experiences to our sensory learners in preparation for adulthood.

Sleepover Club Code of Conduct

Pupils have been consulted and have agreed a Code of Conduct for Sleepover Club. They will always strive to:

- Be calm, polite, and kind.
- Listen when other people are talking.
- Be patient and wait their turn.
- Work hard and let others do the same.
- Take care of their own and other people's property.
- Respect themselves and other people.

Risk Assessments in Place

The individual pupil Risk Assessments are carefully constructed, incorporating all pupils' complex needs. Where necessary there is consideration to the Deprivations of Liberty where use of equipment or physical interventions have been put in place to safeguard the child. The RA will be reviewed regularly to ensure that liberties will not be restricted unnecessarily and where appropriate, we will work with parents and carers in supporting the child to reduce dependency on the measures.

- Individual Pupil Level of Need and Risk Assessment – informs safe staffing ratios and staff training required
- Activities
- Trips and Visits
- Buildings and Grounds
- Fire evacuation
- Fire Risk Assessment
- Personal Emergency Evacuation Plans

Policies

Core policies as listed in Appendix A of the National Minimum Standards underpin the Statement of Purpose for Sleepover Club and include:

- Countering Bullying, including Cyberbullying
- Safeguarding – (The Head of Care is the Designated Safeguarding Lead for the school).
- Behaviour
- Staff Disciplinary, grievance and whistleblowing.
- Care of children who Have Medical Conditions and/or are Unwell. Including First Aid, Care of Those with Chronic Conditions and Disabilities, Dealing with Medical Emergencies and the use of Prescription and Non-Prescription Medication.
- Safety and Supervision on School Journeys.
- Access to School Premises by People Outside the School.
- Pupil Access to Risky Areas of School Buildings and Grounds.
- Health and Safety
- Pupil Access to a Person Independent of the School Staff Group
- Provision for Pupils with Particular Religious, Dietary, Language or Cultural Needs.
- Supervision of 'Unchecked' Staff.

Admissions

Along with the other Residential Special Schools within the County, we have the autonomy to manage Admissions within the constraints of our residential budget and commissioning.

Residential educational provision is a resource for all the full-time pupils on the school role. However, the Panel can refuse to admit any pupil whose risk assessment is exceptional should they feel that the risk is too high for the pupil or staff within the setting. This includes exceptional medical risks for those whom expected competencies are over and above what residential staff team can deliver.

The Admissions Panel is made up of a combination of the Head of Care, Deputy Head of Care, Senior Shift Leader, Head Teacher, Senior Leadership Team member and the Governor for Residence. Consideration is given to the needs of the young person and to any multi agency services provision already in place. If they are 'Out of County', funding from the LA must be agreed.

Decision making is transparent as all placements are considered on an individual basis and are deliberated by Saxon Hill Academy Residential Admissions Panel.

Applications are made in the first instance to the Head of Care who will then carry out a home visit or meet with the family/carer to determine the child's needs. An initial Care Plan is put in place and a Risk Assessment is carried out. A Confidential Agency request is made to Social Care in some situations, to ensure that there is no history of Safeguarding which may cause risk to the young person or others, or to property. Families are invited to visit the setting to determine suitability of beds etc. Applications are then presented to and considered by the School Admissions Panel.

If agreed, places are offered for one night or occasionally two nights if capacity allows, for a period of six months, after which, the placement will be reviewed.

Where it is known that a pupil will be absent, the placement for that night may be offered to another pupil who has previously been agreed by the Admissions Panel. Parents and carers are encouraged to inform us of any planned absences so that we can offer the place to another pupil.

Set nights are determined by the Sleepover Club Leadership team according to age and needs of the pupil, demonstrating good practice. The number of pupils admitted for each night is dependent on their needs and the level of support required, ensuring safe staff ratios.

Parents and carers are informed of the proposed placements which are reviewed by the Admissions Panel at the end of each six-month period. Copies of the Admissions Panel Review Reports are sent to families after the review and outcomes will be shared with the LA during the quarterly contract meetings attended by the Head Teacher and Head of Care. The review input from Sleepover Club is informed by target setting and how the residential placement influences and impacts on the educational progress and experiences of pupils. Written parental feedback from annual report documents also help to measure the impact of the provision on each pupil. Future plans for development and progress are included in our recommendation for the following six-month period.

Residential 1 (Res 1) placements or extended days can be offered as an alternative to Residential 2 (Res 2) or overnight placements; or as an opportunity to work towards an overnight stay. We must be mindful of a 70% (R2)-30% (R1) split as agreed and contracted for with the LA. Pupils new to Sleepover Club are encouraged to stay just for an extended day initially.

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 interaction with peers up until 8:00 p.m. or a time agreed with families and the Head of Care. Parents and carers are expected to collect their child from Sleepover Club.

Some of the pupils take time to settle at Sleepover Club. We acknowledge that it may take some individuals longer than others to adapt to staying away from home, having to gain confidence and to 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. We also recognise that families need to feel confident in our ability to care for their children and offer open communication to assure them.

Transition:

Planned exit transition is vital for all pupils, having a personalised pathway in place to support transition to adult services. Residential educational provision will cease no later than when the pupil reaches the Spring Term of year 14 or that of their final year in attendance at school. Pupils who have accessed the provision for a long period of time may have their placements reduced or closed prior to them reaching Year 14, to allow similar opportunities to other pupils who request a place, so ensuring equity to all families.

At Saxon Hill Academy, we work alongside LA EHCP Key Workers, and Social Care to ensure best outcomes for pupils. An annual Transition fair is held to provide families with the opportunities to see what provision is available beyond school to best suit the need of their child.

A prospectus is provided for parents to inform them of local colleges and provisions and to help them make the right decisions for their child on leaving school. They are also informed of college open days.

Vocational opportunities within the school organisation also help to prepare pupils in preparation for adulthood, along with the development of independence skills supported in residence.

Emergency Admissions:

In unique exceptional circumstances, pupils may be granted a fixed term placement bed without going through the Admissions Panel.

In these situations, there has to be a known financial source for the placement from the LA, Social Care or School.

The placement will be time limited and not exceed 8 sessions within an academic year and will ONLY be for the nights that Sleepover Club operates (weekends are not available) and *if* a bed is available.

There is an agreed fixed rate of £220 charge per night (average Matrix Level 3 pupil). However for pupils with exceptionally high needs this would increase to £375 per night (based on RA Exceptional rate).

The placement is only agreed where capacity allows.

The required Risk Assessment paperwork *must* be in place.

Requests for emergency placements should initially be made to the Head of Care or Head Teacher.

Funding

Funding is presently provided by the Local Authority from the 'High Needs Block'. However, due this being an increasing deficit budget, and the fact that the residential provision is not statutory in any of the five Staffordshire residential schools, our service is under review. Our current contract has been extended until July 2024 to allow time for the review to be completed, however, the review is behind schedule due to the information gained needing to be scrutinised. At this present time, we are uncertain of what our offer may look like beyond that time.

Monitoring Schedules

Sleepover Club is inspected annually by Ofsted and is registered as inspected under the National Minimum Standards for Residential Special Schools, Part 1, section 6 of the Care Standards Act 2000.

Under these regulations, The Sleepover Club does not accommodate pupils above and beyond the maximum stated 295 days per year.

In addition, monitoring is also carried out each term during Announced visits from representatives of the Local Authority and a peer Head of Care. Monitoring by the Governor for Residence is carried out each half term and monthly by an Independent Person.

The LA also carry out sample placement reviews each term.

The HOC and Head Teacher, also conduct internal reviews, data analysis and collation of action points and recommendations in addition to management of pupil placements, reviews, appeals and parent/carer communication.

Promoting Pupil and Family Views / Consultation

Pupil views, choices and decision making are valued and sought at all times and are evaluated during our monitoring processes. Consultation (Children's) meetings are held each half term for each cohort of YP for whom it is meaningful.

Designated pupils are also invited onto a pupil interview panel when new staff are recruited, ensuring that they feel comfortable with the potential new staff member.

We recognise that the feelings of our sensory learners who are unable to communicate verbally are equally as important. We record their responses to situations through observation so that we can measure their feelings, and then record our findings on EfL and the Engagement Profile.

Staff are trained in a variety of communication strategies including PODD, Makaton, BSL and Intensive Interaction to promote the inclusion of each individual. Some pupils have high-tech communication aids or low-tech alternatives to facilitate their communication needs.

Pupil representatives from Sleepover Club are on the School Council and are able to share our residents' views and report back to us. Pupils also meet with Academy Councillors on occasions to provide feedback to the Academy Council about Sleepover Club.

Pupil and parent and carers' feedback is also encouraged in response to our Panel Review Reports sent to families.

We welcome visits by arrangement and phone calls from parents, carers and Social Workers.

The outcomes from all of the monitoring processes inform the Residential Action Plan, CPD, Report to Governors, required resources, and operational practice.

Meeting Schedules

- County Residential Heads of Care meetings each term – to share good practice, to be informed of new initiatives and keep up to date with any changes in policy and practice and to ensure consistency across the county Residential Special Schools.
- Admissions Panel meetings – to ensure equity when admitting new pupils to residence and reviewing current placements, and to monitor the attendance and progress of the pupil every six months.

- Residential Placement Review meetings commissioned by the LA once per term to ensure Quality Assurance.
- Staff briefings – weekly meetings to inform of operational issues, keep up to date on new initiatives and legislation, CPD and to discuss Safeguarding, Health and Safety and pastoral issues. Staff development opportunities are also built into this schedule.
- Children’s meetings – every half term for each cohort for whom it is meaningful.
- Staff supervision – every half term. HOC is supervised by the Head Teacher, DHOC and Senior Shift Leader are supervised by HOC. Remaining staff are supervised by the Sleepover Club Leadership team.
- Annual Performance Management – provided by HOC, DHOC and Senior Shift Leader. The Head Teacher provides the Annual Performance Management for the HOC.
- Child Protection and Child in Need and LAC meetings are attended by HOC, Family Support Worker or a designated senior representative.
- Pupil Annual EHCP meetings – attended by Key Worker or HOC/DHOC.
- Senior Leadership Meetings – attended weekly by HOC – to discuss strategic matters and School Development.

COMPLAINTS:

Saxon Hill Academy is committed to continuous improvement, and we listen to people who tell us how we can improve further. There is a whole school complaints policy in place.

All concerns/complaints are acted upon urgently and logged as appropriate. The Head Teacher and all of the staff work very hard to build positive relationships with families. We welcome feedback from parents, carers and visitors as this helps everyone who works at the school to celebrate success as well as to highlight areas of school life which we can develop further.

If you wish to make a complaint, it should be submitted to the Head of Care. If the complaint is about the Head of Care or if you do not feel that she has resolved the problem, the complaint should be made to the Head Teacher.

In either case you may request an appointment, via the school office staff, to see the Head of Care, Executive Principal or Head Teacher. If you remain dissatisfied, you may formalise the complaint by putting it in writing and escalating it to the Chair of Governors.

Complaints are considered by the Academy Council (Governing Body) within three weeks of receipt, and you will be informed of the outcomes.

A copy of the full school Complaints Policy can be provided on request and is also available on the school website.

Complaints from pupils may be raised with a staff member at the time or be addressed during consultation at Children’s Meetings each half term.

Revised: February 24

Approved by Governors:

School Staffing Structure 2023-2024

Melanie Newbury - Head Teacher and Deputy Designated Safeguarding Lead.

Wes Morris - Business Team Manager					Kim Thomas - Head of Care Designated Safeguarding Lead	Helen Bowers Family Support Worker and Deputy Designated Safeguarding Lead	Maggie Candlish Deputy Head Teacher Suzanne Walters Assistant Head Teacher and SENCo						
Site Team	Business & Admin.Team	'Caterlink' Contract Catering Team	Enterprise	ICT - Network:	Sleepover Club		Karie Jewell-Bolton Head of Primary School EYFS KS1 KS2		Emily Thompson Head of Secondary School KS3 KS4 KS5		HWSAs Team Leader: Becky Nolan	Ancillaries Team Leader: Camelia Baylis	
Caretaker: Phil Barratt	HR Paula Harley	Kitchen Team: David Hurst Emma Talbot Michelle Bennett	Craft Barn: Angie Merriman	Rowberry, Dave Weaver	Yvonne Yearsley - Deputy Head of Care Dawn Williamson - Senior Shift Leader		Explorers: Karie Jewell-Bolton	Investigators: Jade Rawlins	Adventurers: Bronwen Moses	Towards Independence: Emily Thompson	Debbie Smith Kayeleigh Jackson	Sharon Lowe Karen Leak Isobel Sleep Cerys Bright	
Janitor: Karl Thomas	Finance: Elaine Fearn	Sleepover Kitchen: Michelle Bennett			Residential Support Workers: Darren Smith, Sarah Carter, Andrea Hope, Rebecca Wright, Mei Yee Chou, Deborah Morgan		Teachers, UQTs and HLTAs: Steve Baker, Jemma Dimmack, Rachel Hutchinson, Jo Baker, Joy Ward, Jade Rawlins, Sarah Wooton, Emily Beck.		Teachers, UQTs and HLTAs: Zoe Cooke, Sarah Garbett, Ben Harris, Joy Haines, Helen Fone, Nicola Purkis, Lizzie Willis, Wendy Arnfield, Bronwen Moses, Lindsey Waldon.		Julie Thomas Sara Baker Lauren Denant Rachel Harris Zoe Blood	Megan Whitehouse Anete Sulca Joanne Malpas Charlie Lowe Sue Quemy Amber Moulding Zoe Ball	
Contract Cleaners: Accuro'	School Admin: Faye Pitchford				Residential Nights Support Workers: Gaynor Launchbury, Jade Drew, Kelly Arrowsuch, Natalie Home. Casual: Tracey Sheasby,		Subject specialists across school: Isobel Jellyman, Tania Begley						
							Teaching Assistants: Hilary Cory, Teresa Dean, Debbie Springer, Paul Gorse, Sarah Marriott, Jo Nadin, Laura Wilkins, Sassi Ward, Sarah Armstrong, Nettie Barratt, Stacey Watts, Nichola Welch, Kirsty Wood, Carol Bonfield, Claire Potts, Emily Carwithen, Kayleigh Hipkiss, Isra Ikhtlaq, Viktoria Honcharenko, Kate Jenkins, Isabel MacDonald, Tina Morgan, Rebecca Sabell, Hollie Todd, Kelly Wyatt, Theresa Dean, Hayley Dyson, Yuki Everett, Karis Gunner, Lizzie Smith, Gemma James, Evelyn Bryan, Louise Collett, Louise Craddock, Andrea, Isabel Macdonald, Sophie Wright, Casual: Max Harris, Maria Pallett, Steph Miles					Charley Such Ying Man Wong Alfie Morgan Andy Bilby	Chris Ming Moy Anette Sulca Joanne Malpas Charlie Lowe Sue Quemy Amber Moulding Zoe Ball Anneka Shaw (Owen) Isabelle Noakes