**Residential statement of Principles and Practice (Local Offer)**

Shenstone Lodge School offers residential provision for pupils with Social, Emotional and Mental Health needs.  The residential provision provides care for children Monday to Wednesday and we also offer some extended evening for day pupils.  We currently have provision space for 10 beds and accommodate both boys and girls in both KS1 and KS2.  There is flexibility in our system to accommodate both full and part time boarders.  We have adopted the term ‘waking day’ to define our provision, this term refers to the fact that a child needs to be educated across all of their ‘waking hours’ and a residential placement is necessary for educational reasons.

**How will the residential care team support my child?**

The care team provide opportunities for children by offering a structured and nurturing environment that helps to develop social and emotional literacy.  This is done through the availability of activities both on and off site, working together with children on chosen targets in one to one key work sessions and listening and valuing the wishes and feelings of children.  We understand that those children who do not acquire appropriate skills are, on leaving our protective community, at risk of social isolation, social neglect, and social derision and have a loss of self-esteem.  The residential provision at Shenstone Lodge aims to provide consistency through a shared approach, careful planning and a focus on learning.

Each child in residence has a designated key worker; this individual will work with your child on a one to one basis to help support the achievement of targets set each half term.  The care team as a whole will offer opportunities to develop self-care and independent living skills, social communication, interactions skills and emotional regulation.  The staff structure activities throughout the waking day that deliver consistent learning objectives that are individualised.

**How will the ‘waking day’ curriculum be delivered?**

We believe that in order to maximise educational opportunities it is essential that teaching and care staff work co-operatively in an attempt to provide a meaningful and relevant waking day curriculum. Education is not limited merely to the classroom; education is a continuous process which occurs throughout the waking day. That is not to say that education cannot be enjoyable or fun; there are many educational activities which occur naturally in our work with young people.

Shenstone Lodge is committed to supporting children to develop greater independence and support life outcomes.  We understand the importance of this starting early and therefore have an assessment tool that children engage with on admission to residence.  This helps assess skill acquisition and with the support off both one to one and group situations, targeted assistance is given to improve and develop needed skills.

Residence supports the development of independence skills by children being able to access daily routines, which are supported by staff and assisted when and where necessary.  The consistency and care helps support healthy sleep patterns, diet and motivation for engagement and change. Mental Health and Behaviour in Schools (2018) state ‘There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools. For example, it may result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people’

The link between pupil’s Health, Wellbeing and Attainment are documented in a briefing for education settings (2014) with the key points from evidence being:

* Pupils with better health and wellbeing are likely to achieve better academically.
* Residential setting provides - Consistent approaches throughout the waking day from skills professionals practicing emotion coaching.
* Effective Social and Emotional competencies are associated with greater health and wellbeing, and better attainment.
* Residential setting provides – Use of an assessment tool that provides specific targets set to address needs and support outcomes.
* The culture, ethos and environment of a school influence the health and wellbeing of pupils and their readiness to learn.
* Residential setting provides – Remaining in the environment for 24 hours that is safe, consistent and focused on learning.
* A positive association exists between academic attainment and physical activity levels of pupils
* Residential setting provides – increased access to physical activities is achieved every day whilst in residence.

Shenstone Lodge understands the term ‘learning’ to emphasise that our core concern is with the learning development of these skills rather that the static capability.  A simple trip to the shops is an excellent opportunity to practice skills in both numeracy and literacy. The use of money is an obvious example of supporting number work, and encouraging young people to read signs and notices in shops also promotes social literacy. Many of these tasks are routinely completed, whilst others may need to be engineered in order to address specific deficit areas in a young person’s educational development.

We also recognise the importance of staff working together co-operatively with care and teaching staff who liaise on a regular basis.

**How will children and parents/carers understand how well their children are doing?**

Each child in residence has a designated key worker; this individual makes and establishes links with parents and/or carers.  They have regular meetings with their key children and address concerns and promote wellbeing through the setting of targets and the revision of the placement plan.  The placement plan consists of an assessment tool which incorporates all the headings in your child’s EHCP (Education, Health and Care) plan ensuring that the outcomes are clear and measurable. Children are supported and encouraged to make progress.   Children are encouraged to set achievable targets and supported by the team to achieve their goals.  Targets are explored and discussed with parent/carers asking for their review and input each half term.

Contact is also made from the key worker to parent/carers on a regular basis; keyworkers contribute to school reports and attend reviews.

**What support will there be to develop my child’s overall wellbeing?**

At Shenstone Lodge we understand that providing child centred play opportunities and re-creating early attachment experiences facilitate a child’s social and emotional development, as well as giving them time and space for self-expression and relaxation.  We promote a healthy lifestyle through routines, food, self-care skills and healthy sleep routines. Providing the opportunity for children to fulfil their educational potential. Their residential placement can also support reducing travel time and any issues when travelling with others.

**What specialist services and expertise will be available or accessed by the school?**

The school has access to Educational Psychologists, School Nursing Team, Inclusion Services, Speech and Language Team (SALT), onsite registered play therapist and the Multi Agency Safeguarding Hub (MASH).

All of the care team receive a comprehensive induction and continued professional development throughout employment, some of this is provided internally but also externally on occasions.

The team also currently use Motional (Assessment tool for measuring and improving emotional health and wellbeing) this helps support individual interventions for the children and tailors support to be very specific and focussed.

**How will my child be included in activities both on and off site?**

We offer a range of activities both on and off site.  On site we have the use of the schools vast grounds, which allow us to play lots of different sports, engage in imagery play; teach swimming and bike ability skills.  The school’s termly themes are incorporated into the different activities on offer each night.  All activities are risk assessed and children are given support to emotionally regulate and manage unwanted behaviours.  This allows children the opportunity to participate, develop confidence and engage in new and challenging experiences.

**How will residential support and prepare my child for transitions and adulthood?**

Relationships are the strength of our residential provision, having the opportunity to speak with children about transitions in a supportive environment enables children to succeed.

Promoting independence skills is threaded through every aspect of our time in residence.  Each child’s abilities are monitored through a life skill audit and this helps to identify strengths and weaknesses, which inform target setting and planning.

The keyworker acts as a key advocate with the child and family/carers to support discussions and visits to any new provisions. They also produce reports for annual reviews and support the child if needed in their attendance at such meetings.

**Leadership and management**

The Head of Care Denise Hart, line mangers the Deputy Head Mark smith and all Residential Support Workers. The team get regular supervision once a term (pupil progress meetings) and an annual appraisal with termly targets.

**Who can I contact for further information?**

|  |  |
| --- | --- |
| **Name** | **Designation** |
| Denise Hart | Head of Care |
| Mark smith   | Deputy Head of Care |
| Ian Mitchell | Head of School |