



# Residential Statement of Purpose

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Approved By:	Academy Council
Date:	18/09/2025
Queries to:	Chris Frid
Review Interval:	Annual

***Nurture, Grow, Flourish***

## Introduction

This document applies to the Residential Education provision at Walton Hall Academy in partnership with the Shaw Educational Trust. Walton Hall Academy is a generic special school which caters for pupils with a wide range of additional learning needs. This may include Autistic spectrum condition (ASC), specific syndromes and social, emotional and mental health (SEMH) needs. With the needs of our children in mind we take a trauma informed approach to practice across the school and residential setting, furthermore the residential team work closely with the school wellbeing team to ensure that students have a consistent experience. A residential placement aims to provide a safe and welcoming environment that aims to encourage our students to explore the world in a manner that promotes their personal development and growth whilst they transition into the adult world. All placements will be in accordance with the Local Authorities Residential Education Provision in Staffordshire Schools and the Care Standards Act 2000 and will not provide accommodation for more than 295 days a year for any individual pupil. The Residential Educational service is Monday to Friday (term time only), for pupils who attend the School We provide a flexible approach to boarding and offer individuals a tailored programme to address their specific needs.

“We believe, you achieve”

The Staffordshire residential school offer is commissioned by the Local Authority, we aim to support pupils to realise their full potential. In doing so, we ensure that our pupils have the right support and preparation for adulthood through

- Being a resource, which is part of an integrated pupil's service.
- To promote greater independence as students' progress towards adulthood
- Putting pupils at the heart of personalised learning.
- Engaging with key multi-agency partners to meet individual pupils' educational, personal, physical, communication, social, emotional health and well-being needs.
- Developing pupils' key skills to support all transition phases.
- Embracing parents and carers as partners in co-working to further support shared aspirations and ambitions for pupils.

Students benefit from the social opportunities and exposure to new experiences offered through our structured and progressive social and educational activities programme. We aim to extend and reinforce learning within a safe and supportive environment. Our pupils are actively encouraged to express their views and wishes. The “children's voice” is a strong element in shaping change within the

residential setting. Our residential team offers personalised care and guidance to ensure pupils are encouraged to progress, develop and succeed. Our established working relationship with parents, carers and multi agencies, ensures there is active and effective involvement in the school and residential experience.

The Residential Team practice is guided by the National Minimum Standards September 2022 and Department of Education guidelines and is fully committed to ensuring the underpinning values within reports such as the United Nations Convention for the Rights of the Child are implemented. This is reflected across the Residential provision offering our pupils information about "Children's Rights", "Who can help me" and contact numbers.

### **Expectations**

At Walton Hall we expect our students to be respectful, responsible and ready to learn. The 3 R's are displayed in all classrooms and this is reinforced in residence.

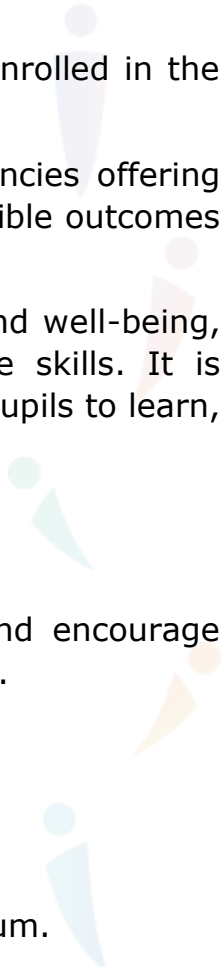
### **Equality and Diversity**

Walton Hall Academy promotes a positive ethos which fully embraces principles of diversity. We acknowledge and endorse the Academy's policy on anti-discriminatory practice, and commit to the intent that no child or family will be discriminated against due to age, racial background, cultural identity, gender, sexuality or disability. Every measure is taken to meet the needs of our pupils.

We aim to offer support where possible to all our students if they or their families request it, however due to the restraints of the building support will be tailored to the individual and may include 1:1 support during the school day and outreach work where appropriate.

### **Our philosophy and vision is linked to the following objectives:**

- To provide an extended curriculum offering a range of appropriate opportunities for all pupils to extend/reinforce what has been achieved during the school day.
- To support parents/carers in the pupils' ability to develop new skills that can be transferred from school to the home setting or in an independent or supported living environment.
- To provide adequate and appropriate opportunities for pupils to extend their personal interests and experiences and to have social opportunity to interact with a wider peer group in a range of inclusive settings and opportunities.

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- To develop lifelong skill and opportunities for pupils enrolled in the school.
  - To work in partnership with parents/ carers and agencies offering support, advice and guidance to achieve the best possible outcomes for our pupils.
  - To develop intellectual, social and emotional health and well-being, physical, personal, communication and independence skills. It is planned and structured to include the opportunity for pupils to learn, play and relax.

### Parent / Carer Partnership

To promote strong links, we have an open door policy and encourage parents to visit the Academy. We openly welcome all visitors.

Opportunities to participate include:

- Annual open day and school events.
- An "open door policy" with residential staff.
- Coffee mornings and parent support group/ parent forum.
- Reviews and parental feedback / questionnaires.
- Contact with Key/co-worker.
- Compliments / complaints process.
- Joint school / residence parents evenings and promotion events.
- Placement plans and pre admission home/school visits

### Residential Offer

Residential 1 (**Res1**) offers an extended day 3.20-8pm. Parents are to make arrangements to collect the pupil as stated within the residential contract.

Residential 2 (**Res 2**) offers an overnight placement.

All students have an identified Keyworker and / or a co-keyworker. The Residential staff team work in partnership with the pupil to discuss and promote the best possible outcomes for each individual. A settling in review takes place after a period of 6 weeks to ensure pupils are appropriately placed.

### Principles for Admission to Residence

The provision can be accessed on request and admission can occur at any point throughout the academic year. Parents are encouraged to discuss or request an informal visit

- Recognition that the provision is a resource opportunity for all pupils on the school roll.
- Decision making is transparent as all placements are considered on an individual basis and go through Walton Hall Residential Admission Panel.
- The introduction into residence may be phased; and exit transition should always be planned for.
- Pupils entering year 13 should have their residential provision gradually reduced to ensure all residential provision is terminated by the end of the pupil's spring term in attendance at the school, except in exceptional circumstances which will be highlighted in their penultimate residential review, clearly communicated to parents and carers.
- All placements will be reviewed by the Residential Admission Panel minimum of twice annually (6 monthly) Parent views will be sought in advance and form part of the review process.
- Placements will be provided to meet the needs of the pupil and are time limited linked to demand for places, review outcomes and multi-agency review requirements.
- Personalised provision for all pupils.
- Frequency, of no more than two residential sessions per week.
- Staffing ratios are linked to risk assessment levels and it is for the schools to determine that mix of levels is adequately staffed and pupils grouped appropriately.
- Depending upon the circumstances, once panel approval has been granted and the residential placement has broken down a return to residential is permitted within six months without requiring updated panel approval, dependent upon vacancies.
- The school has the right to terminate the residential placement for a pupil if they feel it is no longer appropriate for the individual or for others in the setting. The school also has the right to terminate the residential provision after a considerable amount of absences have been recorded. However contact will be made with parent and carers to discuss particular concerns and explore interventions at the earliest opportunity.
- The panel can refuse to admit any pupil whose risk assessment is exceptional, should they feel the risk is too high for any individual or staff within the setting. This includes safeguarding concerns and exceptional medical risks for who expected competencies are over and above what residential staff can deliver.

- The residence team will complete a weekly attendance register, which is submitted quarterly to the local authority as part of the commissioning process.
- For non-Staffordshire LA funded pupils, following panel agreement, the school to confirm funding from the other LA before admission commences.
- Parental contribution - A parental written signed and dated contribution for admissions, reviews, panel decisions.
- Best practise to avoid any pupils having consecutive nights away from home at different residential provisions. Should this occur, there needs to be an agreed agency hand-over.
- Residential review documentation must demonstrate progress and outcomes. Walton Hall Residential Education Provision use a Life Skills Audit and mapping system

### Consultation and promoting views

Walton Hall Academy recognises the importance of consultation with the pupil alongside other supporting agencies. We encourage our students to have an active role in decision making, including having input into their EHCP's and any documents relating to their futures. This is also encouraged through the school council process.

As well as consulting with families, the wishes, ideas, and views of our pupils are regularly sought. Key worker sessions offer the opportunity to listen and encourage expression from the pupil. Staff use a variety of communication techniques to give all pupils a voice. All information is presented in a student friendly format. This is also facilitated through Circle Time, student induction and through our independent visitor who visits each term to talk to the students directly and give opportunity for students to express any issues or concerns. There is a student suggestion, compliments and complaints procedure also in place.





## Residential Facilities and Resources

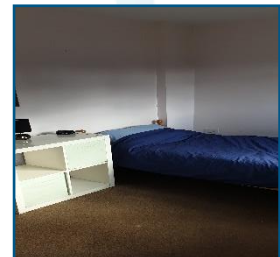
### Accommodation

The residential provision offers a total of 17 places each night split across two houses and offers accommodation for both female and male students in both houses;

1. Goldstone House - A provision that caters for up to 10 pupils overnight
2. Shugborough House - A provision that caters for up to 7 pupils overnight

The Houses comprise of a variety of single or twin bedrooms.

All pupils are encouraged and supported to personalise their bedroom areas. The fittings and furnishings in shared areas reflect the needs of the group as a whole. Both houses have areas for quiet time, space for homework to be completed, and areas to enjoy activities. Both houses are equipped with a kitchen and pupils are encouraged to develop cookery and independent living skills.



### Activities

A variety of activities are offered each evening and choice is offered in advance for all pupils. Activities vary each term and are determined through evaluation of pupil feedback questionnaires.

The Academy has its own mini bus, small farm, motorbike club, mountain bikes and offers other activities such as cookery, relaxation, sports and games, swimming, art and craft. Community based opportunities include visits to the cinema, Drama club, theatre, shopping and budgeting and others that create a community link. Many more activities are a

fundamental part of the Academy's work on developing inclusive opportunities for all.

### Placement Plans

Each pupil has a placement plan which addresses all care, medical and risk assessment needs. Any significant behaviour needs are also addressed with the inclusion of an Individual Behaviour Plan (IBP) to support the pupil. All pupils are involved in decisions that affect their life, appropriate to their age and level of understanding. Placement plans Residential Statement of Purpose Page 10 are pictorial and discuss learning, target setting and map progress throughout the residential journey. Positive steps are taken to enable our pupils to exercise their religious beliefs, interests, values and express their views.

### Safeguarding

Extensive measures are in place to ensure the safety and wellbeing of all pupils These include:

- Phones and CCTV cameras monitor the grounds.
- Child Protection Team (all staff are trained in safeguarding)
- Announced visitors monitor the provision.
- The school identifies a person other than a parent, outside the staff, known as the "Independent visitor" who pupils can contact directly about personal problems or concerns at the school. This is displayed on the notice boards within the Residential Units alongside information for contacting Child Line, Office of the Children's Commissioner, NSPCC, and other supporting agencies.
- Digital door scanning
- The Academy has in place an Anti- Bullying Policy. Staff are committed to being pro-active in challenging bullying and encourage positive relationships with their peers and families. Areas of concern around bullying are addressed in key worker time to support the work done during the school day.
- Pupils regularly take part in fire drills and those requiring further assistance are known to staff
- Policy and procedures for safeguarding, whistleblowing and complaints is available to staff and pupils
- The use of bedroom door alarms are used where required. Where these are in use, this information is reflected in the risk assessment of the pupil and parent consent obtained.
- Students in key stages 4 and 5 may bring a mobile phone into residence, however this is subject to an appropriate use policy, furthermore students are asked to hand their mobile devices in overnight for safe storage.



- All staff are trained in "Strategies for Crisis Intervention and Prevention" – SCIP. This is an intervention approach designed to promote a safer school environment. Staff are equipped with the skills and appropriately trained in the use of reasonable force and physical support which may be required in an emergency. Should a pupil become involved in this process, parents will be informed.
- All staff are recruited in accordance with the Shaw Education Trust's procedures and will be subject to checks as detailed in the safer recruitment policy. All staff have undergone an enhanced DBS clearance prior to being employed.
- Intimate care policy - There are occasions when a pupil may need assistance with personal care. This can be delivered by either staff gender, although staff are sensitive to maintaining appropriate delivery of care and maintain dignity and respect at all times
- Consented search policy
- Positive behaviour policy
- Rewards and sanctions – We acknowledge the positive behaviour of pupils through celebration of achievements or where required permissible sanctions. Parents will be informed where a positive or negative log of behaviour has been recorded

## Monitoring visitors

# WHO CAN HELP ME



My name is Gill Venables.

Announced Visitor



My name is Liz Pohl.

Safeguarding Governor



My name is Amanda Cameron.

Independent Visitor.



My name is Nichola Philpott.

Independent Visitor.

Our job is to visit residence and monitor it. Sometimes when we visit we may look at things like – can pupils make a suggestion easily or a complaint? Do pupils have good activities and do the staff make sure you are safe? We look at lots of things. We also may suggest how to make it even better! We are here to help you and will listen to you.

## Compliments Concerns and Complaints



### Informal

Walton Hall Academy will make every effort to resolve a concern or potential complaint efficiently and effectively and in the first instance concerns or complaints can be raised with the Head of Care or Julie Wood our Academy principal.

### Formal Complaint to Chair of the Academy Council

If a complaint has not been resolved, the Principal will supply the complainant with the necessary information to contact the Chair of the Academy Council who will proceed with the formal complaint.

### Formal Complaint to the Local Authority

If a complaint has not been resolved by the Chair of the Academy Council, the complainant can contact the Local Authority.

### Ofsted

Formal complaints can also be made directly to Ofsted at <http://www.ofsted.gov>.

### Residential Governor

Formal complaints can also be made in writing or directly to Katie Dixey

## Academy Council Members

<b>Name</b>	<b>Chair &amp; Vice Chair</b>	<b>Delegated responsibilities:</b>	<b>Last date of office</b>
Mitchell Gosling	Academy Council Chair  Standards sub-committee chair person	Teaching and learning Link Academy Council Representative	September 2025
Julie Wood		Academy Principal	September 2025
Katie Dixey		Residential Governor	September 2025
Elizabeth Pohl		Safeguarding Academy Council Representative	September 2025
Ellie Whheldon		Teacher Representative	September 2025
Fiona Jackson		Parent Representative, Sexual Relationships Education and PSHE	September 2025
Michaela Bagnall		Staff representative	September 2025
Keith Winstanley	Vice Chair	Community Governor, Vice Chair, Health and Safety link	September 2025

## **General Information**

### Address:

Walton Hall Academy, Stafford Road, Eccleshall, Stafford, ST21 6JR

### Telephone:

01785 850420

### **Senior Leadership Team**

Principal: Mrs Julie Wood [julie.wood@walton.set.org](mailto:julie.wood@walton.set.org)

Vice Principal: Laura Paget [laura.paget@walton.set.org](mailto:laura.paget@walton.set.org)

Head of Care: Mr Chris Frid [chris.frid@walton.set.org](mailto:chris.frid@walton.set.org)

### **Key Support Staff:**

Well-being leader and school therapist: Donna Norton

School Nurse: Heather Rigby

Receptionist: Holly Castell-Boote/Deborah Wilson

Office Services Manager: Angela Lunn

Office Manager (Finance and HR): Sarah Harris

Site Manager: Chris Bagnall

Health and Safety Manager: Chris Castell-Boote

### **Safeguarding Team**

Designated Lead: Donna Norton

Deputy Designated Lead: Julie Wood

Deputy Designated Lead: Dawn Wall

Deputy Designated Lead: Laura Paget


Deputy Designated Lead: Chris Frid

Deputy Designated Lead: Karen Walker

Deputy Designated Lead: Susan Phung

### **Residential Staff Team**

All residential staff are required to meet the minimum qualification requirements of an NVQ3 in Health and Social Care Children and Young People. [Staff / qualifications / role:](#)

STAFF NAME	ROLE RESPONSIBILITY	QUALIFICATIONS
Chris Frid 	Head of Care  Safeguarding officer	-Training the trainer BS7307qualification Dip HE Community & Informal Education PG Dip in Child Law and Practice Level 5 Leadership and Management in residential child care. -Level 4 Safeguarding - Designated safeguarding lead

<p>Helen Thompson</p> 	<p>Residential support worker (Part time 16.5 hours)</p> <p>First aider at work</p>	<p>Level 3 NVQ</p> <p>Health and Social Care Children and young people</p> <p>-Safeguarding Level 2</p> <p>-NVQ Level 2 Autism Awareness</p> <p>-NVQ 2 Behaviours that challenges</p> <p>- Level 2 certificate in Supporting teaching and learning in schools</p>
<p>Jennifer Cusack</p> 	<p>Residential support worker (Part time 27 hours)</p>	<p>Level 3 Health and Social Care Children and Young people</p> <p>-Safeguarding Level 3</p> <p>-NVQ Level 2 Autism Awareness</p> <p>-NVQ 2 Behaviour that challenges</p>
<p>Leslie Gratton</p> 	<p>Senior Residential support worker</p> <p>First aider at work</p>	<p>NVQ Level 3 (currently undertaking Level 5)</p> <p>Caring for children and young people.</p> <p>-Safeguarding Level 2</p> <p>-NVQ Level 2 Autism Awareness</p> <p>-NVQ 2 Behaviour that challenges</p>
<p>Rachel Turner</p> 	<p>Residential support worker (Part time 7 hours)</p>	<p>PG Dip Community Education</p> <p>-Safeguarding Level 1</p> <p>NVQ Level 2 Autism Awareness</p>
<p>Emily Kent</p> 	<p>Senior Residential Support Worker</p>	<p>BTEC level 3 in Health &amp; Social Care</p> <p>Bachelor of Arts</p> <p>Education studies, special and inclusive needs.</p> <p>Safeguarding Level 1</p> <p>Safeguarding level 2</p>
<p>Lynda Gibson</p> 	<p>Residential Support Worker</p>	<p>Level 5 diploma in leadership for health and social care and children and young people services</p> <p>Higher level apprenticeship in General Adult Health and Social care</p> <p>NCFE level 2 in nutritional health</p> <p>Level 2 in Understanding Autism</p>



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- Safeguarding policy\*
- Compliments and complaints Policy
- Behaviour regulation Policy
- Physical Intervention – SCIP
- Intimate care risk assessment
- Care of children who become unwell
- Administration of Medication\*
- Anti-bullying
- Code of conduct policy
- Fire procedures and policy
- Safer recruitment policy
- Health and Safety policy

\* available on the academy website: Walton Hall Academy - Home Statement of purpose reviewed by Chris Frid – Head of Care (July 2025)

Authorisation

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Authorisation

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Walton Hall Academy  
Stafford Road  
Eccleshall  
ST21 6JR

Shaw Education Trust Head Office  
Kidsgrove Secondary School Gloucester  
Road  
Kidsgrove  
ST7 4DL

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Visit

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01785 850420  
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waltonhallacademy.org.uk

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Email  
Visit

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@ShawEducationTrust  
01782 948259  
info@shaw-education.org.uk  
shaw-education.org.uk



**Shaw  
Education  
Trust**



**Pupil &  
people  
centred**

**Act with  
integrity**

**Be  
innovative**

**Be best  
in class**

**Be  
accountable**