



Welcome to the Residential Department

Improving attitudes to learning through experiencing success

Introduction:

Welcome to our parents and carers guide to the residential provision. We hope this guide will provide you with a clearer understanding of the residential department and how to start the process of securing a placement for your child if you are interested.

What we offer:

We provide residential placements for up to 23 students per night, Monday to Thursday inclusive, for both boys and girls aged between 9 and 16 years old. The 23 places are split between 2 houses; Priory House that can cater up to 10 students and Abbey House that can cater up to 13 students.

The majority of our placements are overnight placements but we do offer a 'link' induction program. This is a planned, 6 week programme for students who are a little unsure or worried about fully committing to a residential placement. It enables them to get to know the staff and students they will be spending time with and have an understanding of the department prior to staying overnight. Students join the department at the end of the school day, take part in a variety of activities and have tea before being collected later on in the evening. At the end of the six week introduction parents/carers, the student and residential staff will decide if an overnight placement is in the best interests of the student at this time.

Aims and Objectives

Residential placements are provided specifically for students who require additional '24 hour curriculum' support to enable them to reach their full potential in all areas including academic, emotional and both life and social skills. We offer extra-curricular and social opportunities in order to ensure their individual additional needs are met.

Our aim is to help students recognise that:

I can achieve

I can be successful

I can build and maintain appropriate relationships

I can achieve a level of independence and self-reliance

I can behave appropriately

I can communicate my needs, thoughts and feelings

Recognising that they can be successful improves confidence, self-esteem and their general attitude towards learning.

When students first access the residential department, the care staff will assess their current level in Independence and Advanced Independence Skills, Personal Care and Hygiene including menstruation, Organisation, Communication and Social Interaction, Positive Behaviour, Leadership, Healthy Lifestyle including medication and Community Spirit over an initial 6 week period. We will measure the progress made by every student in these areas on a termly basis. This data will indicate when it is no longer an appropriate or necessary placement, as the student has reached their full potential in this setting.

From these assessments the students will be set 3 targets every term, one of their choice, one of their key workers choice and the last will be a target for the home environment that will be chosen by the parents/carers.

Meet the team:

Residential Manager: Mrs Bethany Parkington (MAT Leave)



Level 5 Diploma in Leadership and Management for Residential Childcare
Level 3 Diploma in Children and Young People's Workforce
Level 2 Certificate in Understanding Autism

Senior Residential and Activities Child Care Officer: Miss Sasha Palmer (MAT Leave)



Level 3 Diploma in Residential Child Care
Level 3 diploma in Children's Care, Learning and Development

Senior Residential and Activities Child Care Officer: Miss Pasha McDougall (MAT Cover)



Level 3 Diploma in Residential Child Care
Level 2 in Leadership and Management

Residential and Activities Child Care Officers:

**Ms Karen Allen
(Part time)**



**Mrs Tori Hall
(Part time)**



**Mrs Genevieve Klaczok
(Part time)**



**Miss Laura Copping
(Part time)**



**Mrs Laura Bullen
(Part time)**



All of the Residential and Activities Child Care Officers have or are working towards a level 3 Diploma in Children and Young People in the Workforce or equivalent.

For a full list of qualifications for all of the residential team please look at the residential statement of purpose.

Facilities and Accommodation:

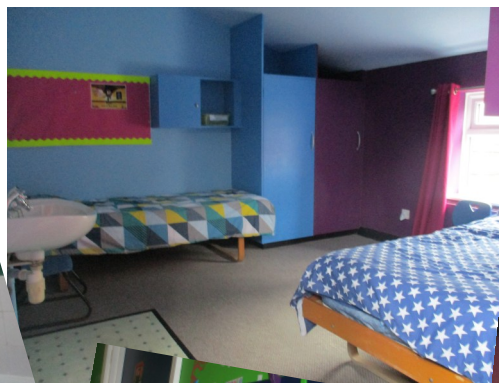
Both of our houses are within the main school building and have a cloakroom outside where students can hang up their school bags and coats. The living space is open plan and consists of a kitchenette, dining table and lounge area where students will spend the majority of their time. We have access to all the facilities in school and use spaces such as the gym, school field, playground, sensory room, library, ICT suite and the skills centre kitchen for our activity sessions. We eat our meals in either the main school dining room or in the residential department.

The bedrooms:

In Priory house there are 2 single rooms and one shared room that can sleep up to 4 students downstairs. All 3 of these bedrooms have access to a toilet and bathroom. Upstairs and there is one shared room that can sleep up to 4 students. There is a toilet and bathroom attached to the bedroom that the students have access to.

In Abbey house there are 4 single rooms and one shared room that can sleep up to 4 students downstairs. All 5 of these bedrooms have access to two toilets, one bathroom and one wet room. Upstairs and there is one single room with its own en-suite and a shared room that can sleep up to 4 students. There is a toilet attached to the shared bedroom that the students have access to.

To ensure the safety and security of residential students and the premises we have a door alarm system. The main doors into the boarding houses, the corridor doors and the bedroom doors are alarmed as soon as the students have settled down for the night. If any of the doors are opened it activates the alarm in the staff area. Bedroom windows have restricted opening. Two members of the care staff team will sleep in every evening and a member of the Senior Leadership Team will also be onsite overnight to support the care staff if necessary. Please note, we do not have any waking night staff.



Activities:

Our evening activity programme is designed to improve attitudes to learning through experiencing success. The students are asked for their suggestions and where possible (and practicable) we facilitate, offering a choice of 2, 3 or 4 activities each evening. Each evening the activities on offer will change giving the students a variety of activities throughout the term. All activities are organised and run by the care officers and they take place on the school site and off site. Community based activities require careful planning and risk assessing to make sure they are safe and staffed well enough. We like to make sure all our off site activities are inclusive for all students, therefore these do not take place every week but we offer them as much as we can with minimal cost implications to parents/carers.

Examples of on site activities on offer are: various art and craft sessions, yoga, baking, physical activity. Examples of offsite activities on offer are: Walks, litter picking in the local community, bowling, swimming. We mark the end of each term in a variety of ways, for example parties, discos, film evenings or outings to the beach etc.

We also deliver our **DREAM TEAM** programme everyday, enabling all students to take part, dependent on need and on a rota basis. These are small group sensory sessions, led by the care staff and focus on the following areas.

DREAM

Developing positive relationships: **R**espect (for ourselves and others): **E**motional well-being: **A**nger management skills: **M**anaging my own behaviour

TEAM

Trusted adults: **E**ngaging in learning: **A**ccepting responsibility: **M**aking a positive contribution



Daily schedule:

07.00	Students are woken. Wash, dress, daily 'house' jobs, administer medication
07.55	Breakfast
08.30	Return to houses, make beds, clean teeth and prepare for school
08.55	School
15.10	House meeting
15.40	Optional exercise session
16.00	Changing/Beds/Homework & Reading/DREAM TEAM
16.50	Activities/teatime — in any order and dependant on cooked or cold tea
19.00	Evening routines (free time, baths, showers, TV, music). Link students collected
20.30	Bedtime for Key Stage 2
20.45	Bedtime for Key Stage 3
21.00	Bedtime for Key Stages 4/5.

Visitors:

Throughout the academic year we have numerous visitors come into the residential department to monitor the welfare of the students within the department. These visitors are:

Independent Listeners: Monthly visits

Standard 3 (safeguarding) visits: 1/2 termly visits

Governors visits: Termly visits

Ofsted Inspectors: Annual visits (1st April—31st March)

All our visitors have the relevant DBS checks .

If you are interested in a residential placement for your child then please fill in the referral form and return to school or email it to beth.parkington@priory.sendat.academy. If you require more information or would like to discuss further please feel free to contact the department on the school number 01284 761934 or via the email listed above.

Please be aware that a residential placement is not always appropriate or suitable for all children and we can only offer placements as and when spaces are available. We may not be able to accommodate your child straight away but will add your child's name to the waiting list.



Priory School

Residential Department Referral Form

Student Name:	DOB:
Home Address:	School year group:
Name of parent/carer:	Contact details:

To improved attitude to learning through experiencing success

Please specify the reason for your referral:

Please indicate below the desired outcomes for your child

- To recognise they can achieve things
- To recognise they can be successful
- To build and maintain positive relationships
- To achieve a level of independence and self resilience
- To behave appropriately
- To communicate their needs, thoughts and feelings.
- Other (Please specify in the space below):

Please provide information of any clubs your child currently attends and the days they run:

Signed:

Date: