

# Residential Statement of Purpose



<b>Policy Ratified on</b>	25/09/2024
<b>Signed Chair of Governors</b>	Angela M. Wighton
<b>Signed Headteacher</b>	SATA

# Residential Statement of Purpose

## September 2024



### Introduction

Sidestrand Hall School is a Residential Complex Needs School. It is located in a rural coastal setting in a small village. Set in its own large securely fenced grounds that include extensive woodland and cliff top heath land.

### Vision Statement

1. Sidestrand Hall School including residential will develop and extend provision to meet the complex needs of students including the challenges of autism, speech and language communication and low cognition, and will continue to be at the forefront of complex needs education for all SEN school aged children and those accessing the Sixth form provision.
2. We will enable our students to thrive in a unique learning environment promoting achievement and preparing them for a fulfilling life by ensuring progress in academic and life skills, maximizing independence through outdoor learning and being an active member of our community.
3. We will continue to work with a multi-disciplinary team to enable us to provide therapeutic interventions such as speech and language therapy and occupational health to those pupils who will benefit from it. Our staff will be well informed, highly trained and flexible to enable us to provide a broad, relevant and personalized curriculum with the ability to tailor needs to meet individual EHCPs.
4. We will continue to work collaboratively across Norfolk with other SEND schools and providers, LA, parents and professionals to ensure SEN provision is available for all those children in Norfolk whose educational needs would not be met by mainstream education.
5. We will ensure the school and its extensive facilities including residential, outdoor and vocational facilities are effectively used throughout the year

Sidestrand Hall aims to raise the achievement of all pupils within the school including the residential provision and to guide and support them through a range of learning experiences in order to provide them with the skills, qualifications and independence they need to leave school and prepare them for adulthood by:

- Providing a happy, safe and stimulating environment that promotes and enables pupil achievement
- Ensuring every pupils individuality is appreciated and the learning adapted to benefit their individual needs
- Having high expectations of our pupils and encouraging them to have high expectations of themselves

# Residential Statement of Purpose

## September 2024



- Ensuring our staff are well-informed and trained to meet the needs of our pupils
- Providing strong and meaningful links with parents, carers and the wider community
- Working in partnership with other professionals and agencies to provide the best support for our pupils and their families
- Providing educational residential experience enabling a 24 hour curriculum for pupils who require residential support through ASDAN “Exploring Aspirations” program.

Sidestrand Hall School provides weekly residential placements for up to 26 full time equivalent boarding pupils. Mixed gender aged from 7 years to 18 years of age. All boarding pupils are on school roll and have Educational Health Care Plans. Boarding at school is for one to four nights depending on the needs of both the children and their families, term time only.

### **Boarding provision**

The residential provision is organised into four units within the main house and a detached house within the school grounds. The accommodation in the Main House comprises of a male nine bed unit (Poppyland – three double and three single rooms), male five bed unit (Barclay Court – one double and four single rooms), female four bed unit (Nelsons Nest - four single rooms) and a mixed gender two bed unit (The Flat – single rooms). The double rooms comprise of two single beds that are used on alternative nights.

The detached house is an Autistic Spectrum Condition specific unit with six beds and is mixed gender (Clement Lodge – single rooms).

Some bed spaces are used in a hotel style to enable more students to access boarding. The residential provision can facilitate up to 21 pupils per night.

### **Purpose**

The purpose of the Sidestrand Hall School’s boarding provision is to provide a 24 hour curriculum that offers a safe, nurturing, caring, positive and protective homely environment. This promotes boarding students personal growth, development and learning in areas of social skills and independence. The aim is that this will help individuals to improve their life chances and outcomes.

### **Transitions**

At Sidestrand Hall we recognise that for many pupils and families it will be the first time that they are staying away from home. It is important that a transition plan is put in place to suit the needs of the individual pupil and families to ensure a smooth transition into and from boarding when they leave. This is done through talking to parents and the pupil concerned, a tour of the boarding provision, organising tea visits , providing a boarding brochure and individual social stories where required, taking into account communication needs and level of understanding. We work closely with families and the pupil to ensure the transition plan is right for them.

# Residential Statement of Purpose

## September 2024



### Learning Opportunities

The residential experience enables boarding pupils to develop skills in:

- social interaction
- understanding how to keep themselves safe in all aspects of their life
- accessing the community
- personal hygiene and self-care
- domestic duties
- planning, preparing meals, budgeting, kitchen safety and hygiene
- shopping and handling money

Social interaction is a valuable part of the residential experience. Through small group living our aims are to increase levels of tolerance and awareness of the needs of others, as well as to develop self-confidence within the individual. Boarding pupils are encouraged to take part in group activities and develop to the level of their own ability.

Boarding pupils experience recreational activities in the community including;

- swimming
- cinema
- bowling
- eating out
- accessing local parks and play areas
- woodland and beach walks
- cycling
- shopping (provisions, clothing, recreational)
- cultural events
- use of public transport (planning and traveling a journey using a timetable)
- Bespoke trips such as visiting local Fire and Police stations.

The residential experience enables boarding students to be involved in recreational activities on site including;

- gym (games, sports, trampoline)
- cycling and cycle maintenance
- woodland walks
- off road cycling
- go-carts
- craft
- themed evenings
- board games
- pool/snooker
- Inviting external visitors in to provide activities and experiences.

# Residential Statement of Purpose

## September 2024



Boarding pupils are consulted on their choice of activities onsite and offsite through group discussions and key worker meetings.

The residential units are resourced with games, books, toys, craft materials, gaming systems and IT equipment. This enables personal choice and opportunities for individual and group play to enhance social recreational learning.

Boarding pupils are supported with recognising the risk associated with online use.

Each residential unit has its own well-equipped kitchen to provide individuals with the opportunity to develop practical and independence skills such as meal planning, budgeting, shopping and cooking. These facilities enable individuals to become aware of all aspects of kitchen safety. An awareness of hygiene, sell and use by dates, and the correct storage of food in the fridge/freezer and food cupboards is also taught. There is input on socialising at meal times, table manners and eating habits. With a particular emphasis on the importance of healthy eating and maintaining a balanced diet.

Boarding pupils are supported in learning all aspects of personal self-management to the level of their individual ability to develop their independence. Residential staff encourage boarding pupils to develop a sense of care and responsibility for their personal living area. Individuals are supported to respect the property and privacy of others within the group.

### Listening to Boarding Students

Residential staff actively listen to boarding pupils through the use of formal and informal consultation and social conversation, to ensure they have opportunities to express their wishes, views and feelings.

Formal consultation takes place through;

- Individual residential unit small group discussions
- Pupil consultation forms'
- Key worker discussions

Boarding pupils also have the opportunity to express their views, wishes and feelings through discussions with

- The Independent Visitor
- Standard 3 monitoring visitor
- Governors

The above takes into account boarding pupils' wide range of communication and complex needs. Pupils are supported with their individual needs to be able to take a full and active part in the residential provision.

Encouragement is given to boarding pupils to think for themselves and use their own initiative. The promotion of a "can do" approach from staff encourages individual boarding pupils to make a positive contribution and feel valued.

# Residential Statement of Purpose

## September 2024



Boarding pupils can personalise and choose how they wish their bedrooms to be decorated, to both encourage self-expression and ownership of personal space.

Residential staff act on boarding pupils' voices, in relation to both their care and education, including safeguarding and child protection. Their opinions are sought over decisions which may affect them.

Safeguarding the pupils that board is key to the ethos of Sidestrand Hall School. Our aim is to create a nurturing environment so that pupils feel their dignity and privacy is respected whilst feeling safe and supported enabling them to enjoy their time in boarding.

Boarding pupils are informed of how to raise a concern or make a complaint if they are unhappy with any aspect of the care they receive. Both residential managers are trained designated safeguarding leads. There are posters displayed throughout the residential area informing pupils who can help them and who to contact if they have any concerns or worries.

All staff are trained annually in safeguarding and child protection including Keeping Children safe in education September 2024.

Our School Behaviour expectations:

1. Keep everyone and everything safe
2. Right things/Right place/Right Time
3. Respect everyone
4. Kind words
5. Once voice at a time
6. Hands/feet to yourself

All school staff work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models. This is supported by the staff team being trained through Norfolk Steps “promoting positive behaviour”.

We take bullying seriously and children are encouraged to express how they feel and if they have any concerns about bullying. Staff monitor pupils who access the internet at school to ensure they are not exposed to online bullying. Anti-bullying posters are displayed in all houses encouraging children to speak to staff if they have any concerns.

### Staffing structure

The boarding provision ensures that there is adequate staffing to effectively meet the needs of the boarding pupils.

# Residential Statement of Purpose

## September 2024



Headteacher (line manager for residential managers)
Residential Manager (DSL) (Line manager for residential staff)
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Deputy Manager
Senior Residential Child Care Officer
10 x Residential Child Care Officers
2 x Waking night Residential Child Care Officers
Residential manger has completed level 5 diploma in leadership and management Residential child care officers (including waking nights) have or are in the process of completing level 3 diploma Residential child care or equivalent.

### Additional training

All Staff complete a comprehensive induction program to develop working practices. Statutory training is updated annually or as and when required. Additional training is put in place depending on the needs of the children that access the boarding provision.

### Supervision

All Staff receive support and supervision a minimum of once every term and have an annual appraisal to support their development.

Sidestrand Hall School Organisation  
Academic Year 2024/25



**Residential Managers**  
Simon Yockney  
Simon White

**Deputy Residential Manager**  
Tracy Gooch

**Senior RCCO**  
Jess Fradley

**Residential Child Care Officers**

**Curriculum Lead Whole School Numeracy**  
Annabel Price (KS2&3)  
Amanda Barley (KS4&5)

**Curriculum Lead Whole School Literacy**  
Sarah Jones

**Curriculum Lead The World around Us**  
RE/Cultures/History  
Hannah Letts

**Curriculum Lead Creativity**  
Music/Drama/Art/  
Design and Technology  
Benji Smith

**Curriculum Lead Science and Technology**  
Science & Computer Science  
Kelle O'Hara

**Curriculum Lead Preparing for Adulthood**  
Independence Living Skills/Vocational Courses (KS5) RSHE Whole School  
Helen Keyworth

**Curriculum Lead Health and Wellbeing**  
Outdoor Learning  
PE/DofE/Enterprise/I.Living (KS4)  
Food Technology  
Harvey Barrington

**IAG and Transition Co-ordinator**  
KS4/5  
Teresa Akgunduz

**Teaching Assistants**  
Grade E

**Headteacher**  
Shelley Taylor

**School Business Manager**  
Wendy Forster

**Admin/Kitchen/IT/Site**

**Assistant Headteacher (DSL)**  
Curriculum and Assessment  
Amanda Barley

**Assistant Headteacher (DSL)**  
(Safeguarding/Welfare)  
Mick Kelly

**Assistant Headteacher (DSL)**  
(LAC/Pupil Premium/Admissions)  
Fiona Drake

**Senior Leader**  
Curriculum and Assessment  
Paul Harrod

**Senior Leader**  
Behaviour Lead/SMSC  
Paul Nerney

**Senior Leader**  
Whole School  
Sensory/Medical/Complex Needs  
Jeanette Botwright

**Pastoral Phase Leader Lower (Year 4-7) (DSL)**

Emma Thurston

**Pastoral Phase Leader Middle (Year 8-10) (DSL)**

Claire Pateman

**Intervention Team**

**Pastoral Phase Leader Senior (Year 11-14) (DSL)**

Pete Hamilton

**Pastoral Phase Leader Dragonfly (DSL) (Catkins/Willow/Bay/Maple/ /Discovery)**  
Hilary Loftus

**Teaching Assistants**

**Deputy Designated Safeguarding Lead & Family Support Officer**  
Diana Chadfield