



Field Heath House School

Statement of Purpose

Pield Heath House School is a 38-week non-maintained residential special school. It is registered and approved by the DfE (no. 312/7006) catering for children and young people between the ages of 7 and 19 years old with additional learning needs. Pield Heath House offers day and residential provision in St Joseph's House to students with a diverse range of needs including moderate to severe and complex learning needs, sensory processing difficulties and associated speech, language and communication difficulties, including autistic spectrum disorders (ASD).

We have 100 students all of whom have an Education Health Care Plan (EHCP). 22 places are available for respite which operates Monday to Wednesday during term time only. At present our residential provision would not be totally suitable for students with severe mobility difficulties.

Pield Heath House School is one of a group of schools under the Trusteeship of the Sisters of the Sacred Hearts of Jesus and Mary. Although Pield Heath House School is a Catholic school, our students come from a variety of religious and cultural backgrounds. We celebrate all festivals and work with the students, families and placing authorities to ensure we are meeting the cultural, religious and spiritual needs of each student.

All aspects of our care staff practice are guided by the Ofsted, National minimum standards for residential schools, 22 standards with an annual three-day Ofsted inspection against the framework and DfE guidelines. This provides evidence of how we are working with the children and young people to develop to their full potential.

St Joseph's promotes a positive ethos in which students can thrive and follow the school's policy for Equality and Diversity to ensure no student or their family is discriminated against due to racial background, cultural identity, gender, age, sexuality or disability.

Our Vision, Mission and Values

Our approach to education is underpinned by our core values and beliefs which are encapsulated in our Vision, Mission and Values:

Our Vision

Our vision is to enable our young people to live life to the full in a challenging and constantly changing world.

Our Mission

Pield Heath House School owes its existence and special character to the belief that God loves us. The daily life of the school is nurtured by the teachings of Christ who showed us the Fathers Love: to believe; to hope; to forgive; to love.

We are a well organised educational community in which all young people are of equal importance and are valued for the individuals they are, regardless of race, culture or background.

We aim to provide these ideals in our relationships within our community.

We provide an educational community that is holistic as well as formal by involving parents, governors, and the local community.

We give all young people the opportunity for educational development to the highest possible level.

We aim to develop each individual's talents, abilities, skills and understanding, in order that they may live life to the full.

Our Values

Pield Heath 'CARES'

We are **C**ommitted to working collaboratively and listening to each other's views and wishes so that we can achieve more together

We are **A**spirational for ourselves and others and encourage everyone to achieve and celebrate their accomplishments

We treat everyone with **R**espect and dignity and celebrate difference

We **E**mpower everyone to be the best they can be

We **S**hare our gifts, time and talents generously in order for our community to flourish

Referral, Admission & Review Process

We have 100 students all of whom have an Education Health Care Plan (EHCP). 22 places are available for respite which operates Monday to Wednesday during term time only. At present our residential provision would not be totally suitable for students with severe mobility difficulties.

Placement in the residential provision at Pield Heath House School is commissioned by the young person's Local Authority due to the fact that they are in full time education at the school. Referrals and admissions occur throughout the year.

In the case of prospective residential students, the child/young person would usually join the school initially as a day student and then one or two short visits are arranged for the student to visit the residential house and spend time there prior to sleeping over. This will be organised by the Residential Care Manager.

Referrals and admissions occur throughout the year and parents may request informal visits.

Admission to Pield Heath House School is dependent on the school being able to meet the needs as set out in the child/young person's Education Health Care Plan (EHCP) and by assessing any additional needs which may not be explicit in the EHCP to ensure that the child/young person's health and welfare needs can be appropriately met.

A vital element of the admission process is also to ensure that both the needs of the child/young person concerned and the likely effects of his/her admission on the safety and well-being of the existing groups of students are considered.

Senior staff from Pield Heath House School will meet the child/young person and their parents/carers as well as any familiar staff who may be accompanying them on their assessment.

The child/young person will spend time at the school for assessment during the day. Children and young people's views and wishes are encouraged during this process. The Leadership Team together with other MDT professionals inform the final decision to offer a place.

The EHCP is reviewed annually and where students attend respite, Looked After Child reviews are arranged to enable as many professionals as possible to meet with parents to discuss young person's progress and needs, particularly at the time of transition.

A student can remain at Pield Heath House School until the end of the academic year in which they turn nineteen.

Most residential places at Pield Heath House School are respite placements. These are for students already attending the school as a day student. We do not offer respite to students from other schools.

Facilities and Services

The school stands in 11 acres of green belt land. Uxbridge town centre is very close by, giving easy access for the students. We are also within travelling distance of Central London.

Pield Heath House School offers a range of facilities on site including a sensory room, a soft play room and games room. Weekly clubs and activity programmes are on offer to all students. They are also helped to access community activities such as shopping and leisure facilities such as cinema, bowling and youth club. The school grounds also have a football pitch, basketball and tennis court, horticultural facilities and Fresh Air Fitness and a cycle track and mobility training area as well as the usual classroom facilities, the school admin offices, meeting rooms, conference facilities and a large PE Hall, the site also houses the residential facility.

We have further developed the individual learning hubs for students who may find it difficult to cope within a whole class environment.

Education

Class groups are small with a maximum of eight students. Staffing levels are high and each class has at least two to three full time Special Support Assistants.

Progress is promoted through an Individual Education and Care Plan. A link meeting takes place weekly between care and teaching staff where learning objectives are set and reviewed on a termly basis to ensure staff are consistent in their use of support strategies. This facilitates the achievement of individual targets. Annual Review Progress Reports are sent to all parents once a year.

Therapies

Pield Heath House School has three full time Speech and Language therapists, two Occupational therapist and a consultant Music therapist supporting student's educational programmes. Therapists provide ongoing training to all education staff to ensure the needs of all students continue to be met.

Child Protection / Safeguarding

Safeguarding is our highest priority. It underpins all aspects of school and residential activities. At Pield Heath House School we are committed to promote and safeguard the welfare of each young person. In particular our aim is to provide a safe environment in which children/young people's individual needs are met, to protect them from exposure to harm and also enabling them to keep themselves safe.

We believe it is vital that everyone involved in the care of children and young people remain vigilant to the possibility of abuse. Our policy and procedures recognise this possibility and aim to promote an environment in which abuse is unlikely to occur.

Pield Heath House School has a comprehensive policy and guidelines that set out the course of action for members of staff, children/young people and parents, volunteers and friends if abuse is alleged, suspected or observed. Pield Heath House School provides Safeguarding training to all staff during their induction period. Training is delivered in a variety of ways either by independent providers or by our own in-house qualified and experienced trainer.

Pield Heath House School's training and Safeguarding Policy and procedures reflect both national and local area guidelines. We encourage our young people and their families to let us know of any concerns or anxieties through our complaint's procedure.

Accommodation

There is a residential self-contained house for students. They share the living areas, but bedrooms are carefully separated by gender. The house has single bed rooms, its own kitchen, dining room, computer room, lounge, mini gym and activity room as well as an office, toilets, bathroom and showering facilities. All students are encouraged and supported to personalise their own bedrooms.

Care Staff

Pield Heath House School has its own dedicated team of care staff. The number of staff on duty is dependent on the number of children/young people staying in the house and their assessed needs. Some students may have additional funding through LA for extra staffing hours when required. The minimum staffing ratio is 1 staff to three students. There is always a minimum of 2 staff on any shift, including waking staff on duty between 10.00pm and 7.00am the following morning.

The Care Team currently consists of a Care Manager and four full-time care staff. At present these are all female. Some activities will be facilitated by male members of the school staff. The aim of our team is to provide a high level of physical, environmental and emotional care, in comfortable and stimulating surroundings.

There is a written 'hand over' meeting for each shift to pass on information to the next shift to ensure continuity of care.

Staff are trained to administer prescribed medication with a completed consent form detailing the medication, dosage and frequency signed by parents/carers. They will provide basic first aid and sickness care where necessary until a parent/carer arrives to collect their child/young person.

A member of the Leadership Team is on call throughout the night, and responds to any emergencies by assisting night staff in the house thus ensuring support and advice is available to the staff on duty.

The house has a telephone where by students can make and receive calls in private.

The care team fosters a good relationship with parents/carers and welcomes contact at any time, thus enabling a consistent approach to students.

There are a variety of evening activities including an Art, cooking and youth clubs which are SPARKS (West Drayton) and Acorn Youth Club.

The care team help the students to take personal responsibility for their clothing and personal hygiene thus encouraging social awareness and promoting their independence.

The emotional welfare of the students at Pield Heath House School House School is fundamental to the holistic wellbeing of each person. We have supportive, caring and highly trained staff who can offer individual help to the students. The atmosphere and stability of the house contributes greatly to the students' sense of security, which is of vital importance to their emotional development.

All students are encouraged to take an active part in decision making and in the day to day running of the house. As breakfast and suppers are provided in the house, the students are encouraged to select a menu of their choice, with health guidelines being offered by the care staff. Students are encouraged to participate in the preparation of the evening meal.

All students follow an internal residential skills programme which can be accredited under the NOCN courses which they are working towards at school.

The Care Team provide daily reports to school staff, link meetings, providing reports for annual reviews, planning individual programmes and working alongside teaching and medical staff for the welfare and development of each student.

Aims and Objectives of our Residential Provision

For our service to be offered within a Christian Ethos – “Act justly, love tenderly and walk humbly with our God and each other.” *Micah 6:8*

For each child/young person to develop a sense of self-confidence by:

- providing opportunities within which the child/young person feels confident and able to express their views on the service:
 - ❖ ‘Residential voice’/House meetings are held half termly.
 - ❖ Students have access to the independent visitor, Governor for the residential service as well as Safeguarding Governor to express any concerns they may have.
- Offering encouragement and praise, developing positive self-esteem, emotional well-being and confidence.

For each child/young person to develop their individual potential by;

- Setting targets which are appropriate and further develops existing skills.
- Supporting extended learning including opportunities to develop and extend social networks and participation in the local community.
- Developing their social and life skills by promoting independent choice and decision making. Learning table manners and understanding turn-taking.

For each child/young person to feel happy and have a sense of well-being by;

- Encouraging and developing friendships.
- Celebrating birthdays and other significant festivals.
- Creating an atmosphere of belonging; staff interest and empathy. Staff listening and responding appropriately.
- Creating a relaxed atmosphere of both routines and unstructured times to enable the children/young people to develop self-responsibility and consider the needs of others.
- Encouraging each child/young person to personalise his/her own room.

For each child/young person to develop socially acceptable behaviour by;

- Being aware of appropriate greetings and developing social interaction skills. Encouraging behaviour which would ensure their safety.
- Developing a sense of personal hygiene.
- Gaining an understanding of appropriate clothing in different social situations.
- For each child/young person to feel secure in a safe environment by:
 - ❖ Ensuring each child/young person knows the routine and should this change for any reason, explanations are given beforehand.
 - ❖ All staff are trained in Health and Safety, Fire Evacuation Procedures, First Aid and Safeguarding/Child Protection.
 - ❖ External doors are alarmed at all times.
 - ❖ Providing an adequate level of staff to ensure that children/young people are supervised at all times.
 - ❖ Be developing in each child/young person a sense of “stranger danger”.

Our desired outcomes for our students who take part in our service will be;

- Child/young person demonstrates that they are able to participate in social situations in an appropriate manner.

- Child/young person develop safe relationships both in and outside of the school context.
- Child/young person demonstrates an awareness of how to keep themselves safe within the school environment and the wider community.
- Child/young person is able to make informed choices or decisions.
- Child/young person feels confident to communicate their needs and aspirations.
- Child/young person demonstrates an awareness and respect of both self and others traditions, beliefs and opinions.
- Child/young person develops appropriate social, life and independence skills to enable them to live life to the full.

Outcomes for Learners

At Pield Heath House School we are committed to our young people maximising their potential and developing both educationally and socially within a nurturing environment. Pield Heath House School employs a multi-disciplinary team of Education, Care and Therapy staff to work with the young person, their family and professionals to achieve outcomes.

Our home school links also ensure that families can have consistency at home in areas such as behaviour, independence skills, therapeutic interventions and learning techniques.

Pield Heath House School aims to find the potential of every young person and maximise the outcomes for him or her. This involves working well with each other and sharing information internally as appropriate, but also working with external stakeholders such as CAMHS, Social Care, Educational Psychologists and others. Therapists work across the waking day to ensure skills are transferable from class to residential to community. There is excellent internal communication to ensure learning is enhanced and information is shared to ensure consistency across the whole school for learners.

Health Care

Pield Heath House School has an Education Health and Welfare Lead. Each student is registered with their own GP.

Recruitment & Training

Pield Heath House School operates an Equal Opportunities Policy of recruitment. Applications for staff are invited from both male and female applicants as well as from all ethnic and cultural backgrounds. All applicants for employment are required to complete a full application form detailing their employment history, qualifications and experience and stating they are in good health. Internal applicants for promotion are also required to complete a new application. Applicants must also disclose any criminal offences and consent to an enhanced Criminal Records Bureau check.

The interview process includes a formal interview and a tour of the school, which provides an informal introduction to our school environment. The interview and selection process for the residential provision includes the applicant visiting the house to meet the students and staff. This gives the opportunity for the applicant to see first-hand some aspects of the job and also allows for the staff team, and most importantly, the students to voice their opinion on the suitability of the applicant.

Prior to any appointment Pield Heath House School must be in receipt of:

- two satisfactory references, one must be from the most recent employer. Referees are specifically asked if they know of any reason why the applicant should not be employed to work with vulnerable children/young people.
- an enhanced DBS clearance
- original documentation supporting any qualifications listed in the application
- proof of address

- proof of identity
- right to work in UK

Once appointed the new member of staff is on a six-month probationary contract. During this period, he/she must complete the school's induction programme. In addition, if an appointment was made on condition that they complete or commence a particular qualification route, this is also monitored.

Residential staff will complete an Induction Programme in line with Common Induction Standards. Throughout the first six months new staff are supervised by a named mentor and will work with an existing member of staff who acts as an Induction Supervisor and mentor to work through school policies and procedures and respond to any work-related queries from the new employee.

In the residential provision we have qualified care staff to a minimum of NVQ Level 3. We place great importance on Continuing Professional Development for employees and recognise the particular value of in-service training of staff working with students with severe learning disabilities and Autism: Augmentative Communication, PBS, Thrive and Child Protection are compulsory training for all staff.

All staff have an annual performance and development review meeting. This process includes setting targets and agreeing training priorities for the coming year.

Each of the care staff receives supervision time and there are also house meetings weekly and group supervision which takes place at least once each half term. Discussion and decisions from all of these meetings are recorded. In addition to these meetings, the care staff also meets with the Care Manager to discuss in detail particular students and how they can be best supported.

Complaints

Pield Heath House School Complaints Policy is set out in a separate document. This is given to all parents and placing authorities and details how to ensure worries or concerns are brought to our attention. It also sets out the procedures for making a formal complaint.

Contact with families/ family services

Contact with families is encouraged. Daily communication between school and families/carers is facilitated through the school communication books. The house has a direct telephone line for parents and is available for students to develop the skills of using the telephone.

We have a family focussed model of delivery that aims to meet the needs of the whole family and maintain positive relationships with all family members. Our Parents Forum provides support and advice on any issues relevant to student's current needs and their future welfare.

Contact arrangements of family members are reviewed regularly as part of the Placement and LAC Review. Families are consulted through the review process and by questionnaire.

Positive Behaviour Support

Pield Heath House School is a recognised member of the British Institute for Learning Disabilities (BILD). Staff are trained in the principles of Positive Behaviour Support (PBS) which provides the framework for our provision.

It is a person-centred approach aimed at developing the whole person, skills for learning and quality life and wellbeing. This includes proactive and active support. Pield Heath House School bases its work on a positive behaviour support framework and aims to understand the behaviour and put coping strategies in place for times children/young people may experience difficulty.

PROACT-SCIPr-UK is the BILD recognised positive support programme which provides the framework for 'Strategies for Crisis Intervention and Prevention' to support in the understanding of difficulties children/young people may have and the resulting demonstrations of behaviours of concern. It enables staff to support children/young people who are distressed with a range of non-aversive, non-confrontational and non-judgmental interventions.

Staff receive regular training in these approaches and the individual behaviour guidelines ensure each child/young person receives the care and support needed to help in times of crisis, ensuring a safe environment and promoting an atmosphere conducive to self-regulation.

This proactive approach ensures that the school is enabling and supporting the child/ young person rather than simply containing the behaviour. The most important work of the school is to consider the needs of the children/young people and ensure they learn new ways to have demands met rather than through inappropriate behaviour.

Each child/young person has a plan to support inclusion and a PBS Plan which takes into account environmental factors and communicative functions which may be possible triggers for demonstration of behaviours of concern. This plan is agreed with parents and external professionals where relevant, and reviewed at regular intervals. Any sanction or physical intervention used is recorded as part of the incident reporting process. The records are monitored by senior leaders and they are also available to parents.

Charter of Children / Young People's Rights

- All children/young people with a learning disability have the same human rights and values as any other person.
- All children/young people with a learning disability are individuals with their own individual needs – physical, emotional, social, spiritual, cultural and sexual.
- Each child/young person is to be protected from abuse in all forms – physical, sexual, neglect or emotional.
- Each child/young person and/or their representative have the right to complain. Furthermore, these complaints should be treated with respect, listened to and resolved. Each child/young person will be encouraged to be as independent as possible and to exercise choice.
- A child/young person's choices, views and wishes should be respected.
- Each child/young person is to be treated with dignity and respect and addressed by their own name. They should never be talked about as if they were not there.
- Each child/young person's privacy should be respected at all times and in all places. The only exception would be when a child/young person is placed in danger by this principle.
- All information about a child/young person should be treated confidentially, kept secure and only shared with people who need to know.
- Every child/young person is entitled to the best care at all times.
- Every child/young person should, as far as possible, be involved in decisions that affect them.
- Parents and those with parental responsibility will be consulted in all aspects of care planning for a child/young person
- Each child/young person should have access to a telephone and be aware of other sources of help and advice e.g. ChildLine.

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