

Lakeside School and Boarding Provision

The school is situated adjacent to the main road running through Chandlers Ford. It is approximately 3 miles from Eastleigh. There is a train service and adequate bus service from Chandlers Ford.

The boarding house is situated within the school grounds. There is a football pitch, hard court play area, garden with green houses and access to the main school block facilities for on site activities.

The pupils' activity programme not only uses the onsite facilities but takes full advantage of the schools location to access bowling, swimming, cinema, walking to name but a few.

Lakeside school provides weekly residential care for up to 23 young people aged 11- 16.

There are two buildings, with one housing the main body of pupils and the second being the Independence Unit, housing up to three young of our older young people. The pupils have a range of Behavioural, Emotional, Social Difficulties and may have additional needs.

Pupils sleep, eat breakfast and evening meal, spend some of their leisure time in the boarding house. All pupils have their own bedrooms and are encouraged to personalise with posters, photographs etc. All rooms have storage space for clothing, personal belongings and easy chair with a desk facility. There are adequate toilet, shower and bathing facilities on each floor. Both floors have a sitting room with easy chairs, TV, video, computer access and double up as a dining room. Each floor has access to a small kitchen facility for making drinks, suppers and individual skills training.

PERSON/S RESPONSIBLE FOR THE SCHOOL

Dianne Chamberlain (Chair of governors)

Gareth Evans (Head teacher)

Gary Taylor (Deputy Head teacher)

Barry Ryder (Pastoral Care Manager)

Dan Healy (Head of Care)

SCHOOL/ BOARDING HOUSE STAFF

Barry Ryder has been working in this field of work for 24 years. His qualifications are: Member of the institute for learning management; Advanced management for care (city & guilds); NVQ 4 care; NVQ5 Operational management; Diploma RSA Operational management; Multi- agency Training in Child protection- level 2; (DSL training) D32/33 NVQ assessor, Facilities manager IOSH. He is also a holder of a basic counselling certificate (Exeter University).

Dan Healy (Head of House). Dip level 5 residential leadership & management, Dip level 3 residential child care, level 3 Dip assessor for residential child care.

Staffing consists of a Head of House, two Senior Residential care workers, five full time residential care workers, one part time residential care worker and two residential night care workers.

There is also one full time and one part time, Social Workers at the school. The boarding house also has a member of the Governing body responsible for carrying out regular visits for quality assurance and there is an independent visitor.

SUPERVISION

Staff supervision is carried out on a termly basis and is an integral part of the ongoing Individual Performance Planning management cycle, which sets objectives, monitors practice and reviews progress.

TRAINING and DEVELOPMENT for CARE STAFF

Lakeside school believe that the human resources of the school are its greatest asset and that it is important that training is taken seriously so that impacts positively and directly on child care and education. The school is committed within budgetary constraints, to provide all staff with appropriate training, development and educational opportunities that will enable them to acquire the skills and knowledge that is needed to provide a high standard of care, education and service to the pupil's as well as for their own development.

The school also recognises that, for this training to be effective, staff must jointly take responsibility for their professional development. In addition to undertaking mandatory training, they are expected to identify areas of necessary professional development through the cooperative use of Supervision and Individual Performance Planning. Critically training is linked to the school, care, education, annual/ long term improvement plan.

INDUCTION

Each member of staff will follow the Hampshire basic induction package. Having carried out the basic induction, staff will be enrolled the DIP 3 “caring for children and young people”.

An experienced member of staff is identified as a mentor to guide each new member of staff through their first six months. In addition to this the Head of house will provide guidance and assistance and monitor any training.

ADMISSIONS PROCEDURE

Boarding placements are currently available for pupils from year 7- 10 (end of the first term in year 10).

A referral may be made from education, social services or at parental request. These will all be considered by the Head teacher / Head of Care on request. Initially all relevant information will be requested, i.e.: specific needs, medical information, diagnosis etc. In reaching a decision as to whether a placement in the boarding provision would be appropriate, the Head Teacher/Head of Care need to consider whether the needs of the young person could be met in the boarding provision and whether he would be compatible with the current pupil group. On reaching this decision a pupil will be offered a number of planned taster nights. A home visit if necessary can be made by members of the care team and or the school social worker. This visit will be to discuss any further information to enable a successful placement. After successful taster night/s a more permanent place may then be offered. After a short period of settling in, a key worker will be allocated.

KEY WORKER SYSTEM

At Lakeside school we believe that the first step towards enhancing a young person’s self- concept is to show them that we recognise and respect them as individuals. All pupils have a key worker and (a tutor in the school) but all staff, seek to have a professional relationship with all the pupil’s, something that is possible in a small environment.

Supported by the key worker system, each pupil’s experience at Lakeside school will be needs driven. Ongoing monitoring of each pupil’s needs and skills is facilitated by the placement plan review document. This is updated termly or as and when required by key workers and allows any member of staff to quickly gain an overview of the young person’s needs and how those are addressed. Areas covered include food, clothing, medical, leisure preferences as well as many others. In this way the individual is not lost to the group.

The house is staffed by the same adults each week, enabling young people to build reliable, sustained and caring relationships with individual adults.

With their colleagues on the care team (and in discussion with each pupil's tutor) the key worker identifies three termly targets and how to address them. The key workers also facilitate the Independent/ Living skills programme for each pupil.

MEDICAL CARE

General medical care is facilitated by parents/ carers. Minor ailments and the administration of prescribed medication are dealt with by the care/ education teams. In the rare event of a pupil needing to attend a hospital casualty department, parents/ carers will be informed and staff will provide any assistance necessary.

SMOKING

Smoking amongst pupil's or staff at Lakeside school is actively discouraged. All aspects of the dangers of smoking are covered in the school's PSHE curriculum, information boards around the house and helped to withstand any peer pressure which might induce them to smoke.

DRUGS and ALCOHOL AWARENESS

The Head teacher and staff of Lakeside school acknowledge that their paramount "duty of care" to all pupil's to ensure their health, safety and welfare at all times, includes drug related matters.

Drug education is just as necessary for pupil's, with special Educational needs as for any other young adults. We recognise that young adults with learning difficulties, particularly those attending residential special schools may, need more help than others in understanding what sorts of behaviour are and are not acceptable and desirable in resisting peer- group pressure and in developing the confidence and skills to resist drugs. Where pupils are taking prescribed medication, they will need to distinguish between appropriate and inappropriate drugs.

EDUCATIONAL ARRANGEMENTS

Education is provided on site in purpose built classroom block within the grounds. We also have a CDT and art room, a computer room and gymnasium. The school also takes full advantage of the local facilities for sport and leisure recreation.

(Also see school Prospectus).

PARTICIPATION in RECREATIONAL, SPORTING and CULTURAL ACTIVITIES

Lakeside school is committed to providing our pupil's with a varied curriculum. Each evening the residential care team organise with the pupil's a range of activities. Some of these will be based at school, whilst others offer the opportunity to participate in the wider community.

We try to give pupil's a free choice of activities; however, we do encourage them to become involved in a variety and these should include some type of physical activity or sport. Some of the activities currently organise are listed below:

Pool	Bowling	Basketball	Arts and crafts
Snooker	Cinema	Badminton	Cooking
Swimming	football	Model making	Board games
Music	Bingo	Crabbing	Archery
Mountain biking	Walking	Shooting	Camping

We also as a school engage in adventurous pursuit activities, adventure training in Wales and camp sites.

Whilst pupils are engaged in off- site activities it is an ideal opportunity to enhance their social development. In naturally occurring situations such as when shopping for clothes, eating in a café or going to the cinema, supportive and caring staff are there to help mediate the environment for the pupil's.

If a pupil has a particular interest in an activity we are not currently offering, their key worker will endeavour if possible to organise it, this may be as part of an incentive programme.

The school and pupils support charitable fund-raising events, such as Children in Need and Anti-Bullying week.
(Also see school Prospectus).

CONSULTATION with PUPILS

Pupils have meetings with their key workers. These are seen as opportunities for discussing not only problems and anxieties but also an opportunity for reflection and self-evaluation of current performance. We have an Independent school visitor for the boarding house. There is a meeting in the house weekly/ daily. Anti- bullying surveys are carried out in the school and boarding house separately. Pupils are encouraged and supported to attend their annual reviews. There is a school council which is a formal line of communication between the pupil's as a body and the management of the school. Its purpose is for pupil's to put forward suggestions and bring up general issues concerning them all. It consists of pupils from each class and a house representative.

SAFE GUARDING

The Head teacher and staff at Lakeside school fully recognise their responsibility for ensuring the safety and well being of pupil's in their care.

As part of the staff induction programme all staff will be made aware of the key provisions of the Children's Act that concern our work and the procedures for reporting concerns for a pupil's safety.

All staff must be prepared to listen, to take seriously all disclosures/ allegations made by pupils, but must report them to senior staff and not try to deal with them alone. Staff cannot promise complete confidentiality to pupil's over safeguarding issues, but should reassure the pupil that only a few people will need to know specific details.

It is very important that staff should remember that they have a listening and reporting role and must not ask a pupil leading or probing questions.

Any member of staff who has evidence or any concerns whatsoever that a pupil is being put in danger or at risk, either within or outside the school must complete "My Concerns" on the system and discuss the issue with a senior member of staff/ DSL/ Deputy DSL etc.

All concerns about a pupil's safety, pupil's complaints and incidents are logged. The school and others are therefore able to track whether what may appear to be an isolated incident or complaint is in fact part of a more serious issue or pattern of behaviour.

(Also see school policy).

WHISTLE BLOWING

The School has a procedure for the responsible reporting of concerns about bad practice ("Whistle blowing"). This procedure will help to ensure that the young people in our care are safeguarded against bad practice and improper conduct from staff.

(Also see school policy).

ABSCONDING

The school has a procedure in place for responsible reporting of pupil's, who go missing from school premises with out permission.

(Also see school policy).

SURVEILLANCE

Lakeside school does not operate any CCTV systems within any of the school/ house buildings. There are cameras around the premises for security. There is a member of the care team who is a night carer (22.45hrs- 08.40hrs). We also have two members of the care team (one a senior) who sleep/ in each night and a member of the SMT on call as DUTY MANAGER every night.

FIRE PRECAUTIONS and EMERGENCY PROCEDURES

The ability of the pupil's and staff to evacuate the boarding house in the event of a fire alarm, in a safe manner, is recognised as being of paramount importance, as is the proper functioning of all equipment relating to fire fighting, fire prevention and alarm system. In order to ensure this the school will provide:

- Fire drills during both school day and residential time at least once each half term.
- Training in fire procedures for the staff and pupil's
- Training of staff in fire alarm procedures, also the use and location of fire fighting and prevention equipment.
- Regular servicing and maintenance of the fire alarm system and fire fighting equipment.
- To act upon the recommendations/ observations of the fire Safety Officer immediately or as soon as practically possible.

RELIGIOUS INSTRUCTION and OBSERVATION

Religious education is included in the curriculum and covered within the Humanities subjects.

The staff team are sensitive to the spiritual needs of the young people and key workers will endeavour to ensure that any needs arising through religious denomination or culture are met.

(Also see school Prospectus).

CONTACT

Contact between the pupil's and parents / carers / guardians and significant others, is promoted and encouraged. The telephone, post cards and email are very useful mediums to use to help build/maintain relationships. Pupils will be helped to use these mediums by their key worker and other staff when appropriate.

COMPLAINTS PROCEDURE for PUPILS'

See Lakeside school policy.

The boarding house also employs a Grumbles and Gripes form for low level issues.

COMPLAINTS PROCEDURE for PARENTS / CARERS / OTHERS

See Lakeside school policy.

BEHAVIOUR MANAGEMENT

See also Lakeside school policy.

ANTI- DISCRIMINATORY PRACTICES

See Lakeside school policy.

This document is written in conjunction with the Lakeside school's main Prospectus.

Signature:

Gareth Evans (Head teacher)

Signature:

Dianne Chamberlain (Chair of Governors)

Sept 2018