**Statement of Purpose**
(National Minimum Standards for Residential Special Schools – Standard 1)

<table>
<thead>
<tr>
<th>Staff Covered by this policy</th>
<th>All Residential Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by and date</td>
<td>A. Greenwood 26.2.19</td>
</tr>
<tr>
<td>Date of adoption</td>
<td>26.2.19</td>
</tr>
<tr>
<td>Review date</td>
<td>February 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signed</th>
<th>A Greenwood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
An Interim Executive Board is fulfilling the role of the Governing Body of the school. Any committee that is required is drawn from the IEB members or others seconded to it by the Local Authority to fulfil that function.

CONTENTS

Vision Statement 3
Introduction 3
Overall School Purpose 4
Philosophy and Ethos 5
School Aims
  Statement of Intent 6
  Constituent Aims 6
Objectives 8
School Admission 9
Location and Structure 10
Premises 10
Interim Executive Board 11
Staffing 12
Teaching & Curriculum 13
Home, School and Community 14
Home/School Partnerships 14
Parent Support Advisor 14
Principles of Residential Child Care 15
Catering and food provision 17
Timing of the Residential Day 17
Visiting Specialists 18
Safeguarding & Child Protection 18
Staff Development 19
Pastoral Care and Discipline 19
Communication 20

(In electronic format, the contents listed on this page can be accessed by hyperlink to the relevant part of the document)
Vision Statement

All members of the school community will be inspired to learn through rich experiences, progress through achievement and become the very best they can be.

We will make healthy, safe and positive choices; solve problems, face challenges and have respect for ourselves, others and our environment.

Introduction

Skilts is a special school provision maintained by Birmingham City Council. At the current time the school is subject to an Academy order from the Secretary of State. The school provides education and part-time residential support for primary age boys in Years 1-6, aged between 5 and 11 years. The majority of our pupils are resident in Birmingham or are ‘Looked After children’ under the responsibility of Birmingham Local Authority but placed in foster placement outside the city. The school also provides for a small number of places for pupils who reside in neighbouring authorities. All our pupils have been identified as requiring additional support for their educational needs due to their Social, Emotional and Mental Health Difficulties (SEMH). Within this broad description our pupils have a wide range of complex individual needs, associated learning difficulties and for many, specific diagnosed conditions that have impacted on their academic progress and social, emotional development to date. All our pupils have an Education, Health and Care Plan (EHC) in place to support them. The EHC identifies their social, emotional and mental health difficulties and how these have impacted upon their education within mainstream or previous specialist day provision before entry to Skilts. Although not an exhaustive list, some of the specific conditions our pupils may be diagnosed with include:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Autism Spectrum Disorders (ASD)
- Attachment Disorders
- Global Development Delay
- Oppositional Defiance Disorder
- Dyspraxia/Developmental Co-ordination Disorder (DCD)
- Adverse Childhood experiences (ACE’s)

Many of our pupils and families are further challenged by circumstances of poverty, social deprivation and the associated difficulties that go hand in hand with these issues such as poor...
housing conditions, disability and unemployment. A significant number of our pupils live outside a parental home, some being Looked After by the Local Authority and others living with family relations such as Grandparents where parental relationships have not been able to be maintained.

Overall School Purpose
Skilts School offers an effective, age and ability appropriate educational programme delivered in a safe, stable and supportive environment. This environment promotes the opportunity of raising the attainment levels and achievements of pupils by supporting the management of their individual complex needs and promoting their holistic development. Previously our pupils have found the challenges of mainstream school placements overwhelming because they have yet to develop the resilience, love of learning, necessary secure attachments to trusted adults, friendship skills, emotional strength and self-esteem required to cope successfully. Our staff are committed to enabling and encouraging every pupil to reach their full potential by ensuring that effective strategies are put in place to tackle the relevant areas of challenge on an individual basis. The Teaching and Residential Teams work closely together to support pupils and ensure that they are ready and able to participate in learning, before the learning even starts. This whole school approach ensures that our pupils receive a consistent, quality of education and care; school placements at Skilts have the potential to be long-term and where the placement remains appropriate most pupils will stay within placement until the point of transfer to an appropriate secondary provision. However where appropriate for the individual child we will always aim to re-integrate pupils back into mainstream education when the time is right for them. We ensure that we give all our pupils the best opportunity to advance their personal development and become as prepared as possible for continuing their education into the secondary school phase and adult life.

By providing a welcoming academic learning and social environment, that offers pupils a stable place to move on from past educational experiences, we aim to re-engage pupils and allow them to be inspired by the opportunity to learn at their own pace within a supportive and encouraging environment. We understand that our pupils need to feel valued to be motivated and that rewards, both in a practical and emotional sense are vital to our work. We aim to ensure that our pupils can experience success, become self-motivated learners through success experiences and learn to overcome their personal barriers to learning. This is achieved by consistently setting realistic challenges, providing appropriate expectations, supporting and encouraging the positives, celebrating success and sharing individual achievements to promote self-worth and inspire others. The residential provision allows for even more intensive work with pupils where an additional need for support has been identified. Through planned, pupil needs led programmes, our residential pupils can benefit even further from being part of a group living experience where the development of social skills and the support of academic learning is a discreet but substantial feature of the daily routine. The fun practical and largely activity based course of supported social, emotional and academic growth aims to enable our pupils to feel secure, supported and sufficiently motivated to reach their own full potential.
School philosophy and ethos

The school ethos and philosophy is based on the belief that the individual needs of the child are paramount and that all pupils are able to make progress. We do this by encouraging a belief in each individual pupil, to increase their self-esteem and self-respect along with the ability to conduct themselves appropriately, respectfully and safely. We provide an environment where the rights of individual pupils are respected and the process of learning the responsibilities associated with those rights is actively pursued throughout the school.

As a specialist day and residential school setting, Skilts provides a nurturing learning and residential care environment that offers carefully considered placements that meet our pupil’s individual needs. This may range from providing the most appropriate classroom environment in which a pupil can build positive relationships and succeed, thorough to offering a residential place where needs have been identified and they can benefit from an enhanced provision. We recognise that in order to successfully meet the academic and social needs of our pupils, we must be flexible in our approach, creative in our delivery of the curriculum, including the 24 hour curriculum for residential pupils, and actively seek the most appropriate and often creative ways in which to effectively support pupils at any given point in time. This requires staff to build strong, supportive and trusting relationships with pupils. These relationships must be resilient to times of difficulty and always allow a way back for pupils when things do not go as hoped. The work with pupils is solution focussed, with staff helping and supporting pupils to face and resolve problems as they arise and using trusting relationships to guide pupils towards finding solutions for themselves. The use of the ‘language of choice’ is a key strategy, supporting pupils to make the right choices by allowing them to make an informed choice in the full knowledge of what consequences may result from the choice they make.

We actively promote the principles of social inclusion and aim to give each pupil the opportunity to develop and practice the skills necessary to enable them to participate fully as a successful member of society. We promote access to education as a key aspect of successful social inclusion and understand the clear importance of ensuring our pupils develop an enthusiasm for learning. We further recognise the varied personal impacts that many of our pupils have experienced in previous educational settings where their social, emotional and mental health difficulties have limited their educational progress. An absence of individual readiness and personal capacity to access the curriculum has in many cases resulted in disaffection and alienation for our pupils. To support this the school offers a curriculum which broadly reflects that accessed in a mainstream school in relation to the core subjects of English and Maths, with the remainder of the curriculum being tailored to the access and developmental needs of our pupils and is aimed at encouraging a readiness for learning for all our pupils. The curriculum is delivered by specialist Teaching staff supported by qualified and experienced Teaching Assistants. A further tier of support is provided by the Pastoral staff team, who support the school day and provide pastoral input to pupils who are experiencing difficulties within the classroom with the aim of encouraging them to re-engage as soon as they are able. The residential team further support the pastoral element and additionally engage with residential pupils during the school day to provide an element of individual support including 1-2-1 sessions and managing medication within the school day for all pupils. The common behaviour management approaches that are used by all staff in school help pupils to recognise the consequences of any inappropriate behaviour and over time, develop less destructive methods of
expressing their emotions and feelings. The aim being to work towards pupils being ever more aware of their own emotions and behaviours, the impact they have on others and to work towards taking a greater sense of personal responsibility for their own actions.

Developing self-motivation to learn, achieve and succeed for pupils, is also a central intention. This is promoted and supported by staff members ensuring success experiences for our pupils that are rewarded and celebrated openly. Achievement without recognition for children who are already lacking in self-motivation is unlikely to encourage additional effort. We therefore believe that it is vital that we celebrate the successes of our pupils in a variety of ways through specific personal praise and a frequent appreciation of the little things our pupils do right. We use individual awards, group rewards, achievement certificates, praise in assemblies and share pupils achievements with parents/carers in order to underpin this aspect of practice.

An essential aspect of our ethos and philosophy is our strong commitment to the principles of equality and diversity. The school will take account at all times of the range of pupils and their individual life experiences and needs, including their:

- physical, emotional and social needs
- cultural, religious and spiritual needs
- family and wider community aspects
- past experiences, including potential and identified factors behind disruptive behaviours
- need to improve their skills and approaches to learning and relationship building.

In order to achieve our goals the school places a high value on the importance of working closely with pupils, their families, carers, placing authorities and external agencies to support our genuine commitment to understanding our pupils and their needs in order to achieve the greatest positive impact in our pupils lives.

**School Aims**

**Statement of Intent**

The central aim of the school is to provide a stable, safe, stimulating, healthy and caring environment that encourages and supports pupils to fulfil their educational and personal potential, developing them as individuals, academically, socially and emotionally. This is achieved through the use of thorough systems to identify pupils individual needs and the taking of considered practical steps to meet those needs. In doing this, the school recognises and supports the diverse ethnic, cultural and religious traditions of our pupils. The school values and appreciates the importance of the contribution of the parents and carers of our pupils to the learning environment and values them as part of our wider school community.

**Constituent Aims**

- To Safeguard and promote the welfare of all our pupils by protecting them from maltreatment, preventing impairment of children's health or development, ensuring they are growing in circumstances consistent with the provision of safe and effective
care; and taking action to enable all children to have the best life chances possible. We appropriately safeguard all our pupils while ensuring that they are able to participate in age appropriate experiences that challenge them and allow experiences of safely managed risk.

- To provide an educationally stimulating environment for all our pupils and support them to re-engage in their learning. We provide the learning experiences that ensure our pupils develop academically, morally, socially, culturally and physically, to ensure that they can become successful members of their communities.

- To create a caring school community, that nurtures pupils self-esteem, with an understanding of cultural diversity and a clear respect for others’ values and beliefs. We aim to promote the improvement in positive self-esteem and personal confidence for all our pupils.

- To nurture positive, meaningful, healthy relationships and a sound understanding of the importance of those relationships with both peers and adults. We provide opportunities to form relationships with adults and other pupils within a caring, nurturing environment that maximises opportunities to develop safe relationships within clearly defined and understood boundaries.

- To support every pupil towards becoming a positive, responsible member of society and through providing opportunity and experiences, encourage our pupils to develop a wide range of appropriate personal interests.

- To work to secure for all pupils, the self-discipline, self-regard and self-awareness that allows them to judge their own conduct in light of others’ needs as well as their own. We support pupils to engage fully in their learning and personal development, for them to take opportunities to make appropriate contributions and to play an active part in learning to accept responsibility for their own actions. Through this process we aim to support pupils to begin to address and work towards managing their own behaviours and developing an understanding of the need to keep themselves and others safe.

- For all staff to be sensitive to the difficulties and challenges faced by our pupils in respect of their complex individual needs and for staff to respond to possible distresses faced by pupils in a sensitive and supportive way. Particularly consideration is needed for those pupils who are staying away from home within the residential provision.

- To maintain a positive learning environment for all and to support positive change for our pupils, parents, carers and staff for the benefit of every member of the community.

- To support and value the involvement of parents, carers and the wider community so that our provision is seen as an outcome of successful partnerships.

- To identify and work positively towards pupils transferring from Skilts to the most appropriate provision that can meet their continuing needs, and at the right time, so they continue their development and are assured the best opportunity to succeed.

- To provide a curriculum that is relevant, wide and varied, that is available both during and beyond school hours. The curriculum will awaken pupil interest and prepare pupils for life beyond Skilts. It will recognise the importance of basic foundation skills, encourage individuality and independent thought. We ensure every opportunity is taken to develop the knowledge, skills, abilities and competencies of every pupil within the classroom setting, through learning outside the classroom, within the residential setting and through planned experiences within the wider community.
Skilts School

Statement of Purpose

January 2019 revision – work in progress

To celebrate our pupils successes and develop a sense of personal achievement for all our pupils.

Objectives

- To provide a familiar, consistent structure to every pupil’s day. We plan and provide placements on both a daily and residential basis that deliver a stable, caring environment that encourages the understanding and promotion of British Values throughout the school and residential setting. We ensure that all staff work cooperatively together to guarantee appropriate responsive support is available to pupils and that it is tailored to meet each individual pupil’s needs through carefully considered planning.
- To provide stable teaching and residential groups so pupils can have the opportunity to build consistent relationships with staff and fellow pupils. We provide opportunities for pupils by providing them with a range of experienced staff members. To include appropriately qualified and able Teaching and Teaching Support Staff in school and similarly able and qualified residential care staff within the residential house. The aim being that the wide range of skills across the team will ensure that the individual needs of pupils are met appropriately.
- To provide staffing levels which are appropriate to support pupils with Social, Emotional and Mental Health Difficulties effectively, being able to respond to changing needs.
- To support and guide pupils experiencing difficulties by encouraging reflection, evaluation, understanding and identifying a positive way forward.
- To provide resources and opportunities to encourage play, co-operation, listening and positive relationships.
- To provide a balanced and healthy diet, providing for all dietary needs, ensuring optimum opportunities for physical development and good health. This is essential to mental and physical development as well as subsequent social and academic improvement.
- To provide facilities and routines which encourage pupils to feel relaxed, comfortable and safe.
- To provide support in the classroom and in residence, to increase opportunities for pupils to experience success. We ensure we develop the knowledge, skills, abilities and competencies of every pupil within the classroom setting, through learning outside the classroom, within the residential setting and through planned experiences within the wider community.
- To assess pupils in terms of their individual needs and provide planned supportive structures to enable progress towards individual potential.
- To communicate with parents/carers and outside agencies regularly and in a positive manner to ensure pupil progress is maximised.
- To encourage and provide opportunities for staff professional development in order to constantly improve the provision at Skilts School.
- To present our pupils with tasks that are relevant and reachable but also challenging and designed to promote achievement.
• To promote self-esteem by emphasising achievements, celebrating success and sharing the positive.
• To build links with other Schools and organisations, both within and beyond Birmingham Local Authority
• To promote and develop a shared understanding of the purpose of Skilts School amongst, pupils, parents, staff, school leaders, S.E.N.A.R. (Special Educational Needs Assessment and Review) and mainstream colleagues.

School Admission
The school admission process is initiated by Birmingham S.E.N.A.R. (Special Educational Needs Assessment and Review) who respond to Education, Health and Care Plans (EHC’s) and seek and secure placements in schools they assess as appropriate to meet individual pupils needs. Therefore, all pupils on roll have the support of an Education, Health and Care Plan (EHC) in place. The process of filling vacancies in the school is that the Head Teacher on behalf of Governors will review a request for a placement at Skilts. This process is carried out over a period of time ensuring visits to the school by parents/carers and the pupil with the support of any outside agencies that are involved. Before a pupil begins at Skilts they have had full involvement in the placement process and have a clear understanding of Skilts and the expectations and opportunities on offer.

Pupils are only accepted at Skilts following a preliminary visit to the school by parents/carers and the child. This is usually arranged as a result of a referral from the Local Authority (LA) or because parents/carers are trying to find an appropriate placement themselves.

The Preliminary visit is normally carried out with the Head Teacher or Deputy. The aim being to gain relevant information about the child and to provide parents/carers and prospective pupils with information about the school, its expectations and routines. The Preliminary visit contact information is supported by a visit to the child’s home or school by the Parent Support Advisor prior to admission.

Residential places at Skilts are offered only to current pupils of the school. Pupils may start at Skilts with residence formally identified as a part of their school placement needs, although this is very unusual. More typically pupils will become resident following the identification of further needs which may be addressed through a residential placement at the school. The schools Criteria and process for admission to residential placements will be applied following the identification of further need and a decision will be made to offer a residential placement in circumstances where it is believed that the use of this more intensive programme will have a beneficial outcome for the individual child.

Pupil progress in placement is monitored and reviewed in relation to both academic and social development throughout the period of placement at the school. The school fully supports the principle of inclusion and is aware of the need to respond to the progress of individual pupils and review their placement accordingly, taking in to account the views of pupils and their parents/carers. Where it is viable to reintegrate a pupil into a mainstream school setting and all parties agree, the school will seek to do so. At the point of secondary transfer, there is a further opportunity to consider the most appropriate next placement for each pupil. Many will continue on to Secondary Special Schools of a similar designation, others may move to alternative special
education provisions and some will re-enter mainstream schooling with appropriate ongoing support.

**Location and Structure**

Situated just outside the Worcestershire town of Redditch, but within the county boundaries of Warwickshire, the school is located approximately five miles from the Birmingham Local Authority boundary. The school offers predominantly day placements to pupils, complemented by a smaller boarding provision where placement is individual needs led, offering planned and monitored support to pupils identified as being able to benefit from the enhanced programme residence offers. The school and residential facility is open on weekdays, during term time only. The current agreed and funded structure supports 67 pupils in the school day and up to 12 residential pupils throughout the week. The school currently offers residential placement for up to three nights a week with pupils staying either 1, 2 or 3 nights during the week depending on their individual needs as specified in their Residential Placement and Care Plan. At the current time the future of the residential provision is under review and the current number of active residential pupil places is 6. This will remain the case until the outcome of the current review.

**Premises**

Skilts was originally a family home for the Jaffrey family and the original building houses the majority of classroom provision, including specialist classroom areas for I.T. and Cooking. There are staff and pupil toilets, administration offices, a medical room for the school nurse and administration of first aid, staff room, assembly room, library and limited staff accommodation that is currently un-occupied.

Other buildings were added to the School in the early 1970’s. Attached to the main building are a further 3 classrooms, a soft play area, toilets (including a disabled toilet facility) and a specialist area for younger more vulnerable pupils which is more self-contained having 2 classrooms, separate toilets and its own dedicated play area. There is a separate sports hall located next to the school buildings. On the school site there are also two residential buildings (only one of which is currently in use for residence). The site also provides two staff bungalows. There is a large playground area, a substantial grassed area and an additional four acre playing field to the rear of the site.

The two residential buildings, Owl/Woodpecker and Phoenix House (formerly Otter/Seal) are similar in design. At the current time only Phoenix House is used for residential purposes with Owl/Woodpecker being used for daytime lunch provision only. Phoenix House significantly reflects staff and pupils input, benefitting from having individual decoration and resources for the residential pupils to use. Phoenix House has a central kitchen where all meals are prepared and cooked by catering staff. The remainder of the ground floor of the house comprises of a dining room, two separate lounge areas, a games room and a relaxation room (chill out space). There are also two telephone rooms for pupil use, cloakroom areas a laundry room and office spaces. On the first floor, Phoenix House has four bathrooms, staff sleeping-in accommodation and pupil bedrooms. There are a variety of single and double size bedrooms for pupils. Residential pupils all have their own bedroom which is exclusive to them to ensure high standards of privacy and best safeguarding practice. Attached to either end of the
pupil bedroom area of Phoenix House is staff sleeping accommodation for staff who are on-call to pupils during the night.

The school buildings and the original garden wall enclose the main play area, which provides ample, secure space for pupils to play, and ride bikes and scooters. An additional playing field is next door to the main site, it is easily accessible and is well used in the summer evenings for a wide range of activities including football and walks; these can be extended into an adjoining woodland copse which is utilised during both the day and evening for Forest School activities. The school has invested in Forest Schools Leader training for both school staff and a residential staff member.

There are a number of agricultural fields used for crop growing and animal grazing surrounding the School. There are public footpaths through these that provide access for summer walks, the front drive is half a mile long and is also used for walks during school and residential time. The pupils use local facilities for shopping, swimming, walking, mountain biking and visits to local parks, again accessed both in the school day and in the residential evenings. Transport for pupils in school is by school minibuses and a school car; with all drivers having to pass a separate driving assessment in order to take any passengers off-site in the minibuses.

The current staffing structure is at a level to support our resident pupils with a variety of patterns of residence. This is in response to the reducing need for full week placements. Admission to residence is managed by the school, under its own residential admissions criteria and process to ensure equity in decision making and pupil needs centred placements. On their pathway to Skilts school, pupils will have already experienced a variety of additional support including extra support to maintain their mainstream placement, possibly direct one to one support in class, behaviour interventions or even new start schools. Many pupils will have experienced fixed term and permanent exclusions resulting from the considerable amount of difficulty they will have experienced in previous school settings, often leading to them to experience significant periods of time out of regular schooling. A residential Placement at Skilts is likely to be the first time that pupils will have been introduced to an alternative level of school experience. An aspect of our school that allows for holistic learning opportunities that are able to support and promote the formal learning experience. The main advantage being that pupils with high level needs can have the opportunity to experience successes in school life and feel a sense of positivity and belonging even if they are finding difficulty at times in the school day. Residential places are offered exclusively to current pupils of the school who can benefit from the additional support offer available.

INTERIM EXECUTIVE BOARD MEMBERS (IEB)

Anthony Greenwood Chair person
Moira Gilligan IEB Member
Paul Frost IEB Member
Jackie Tomlinson IEB Member
Dave Yardley Local Authority Representative
**STAFFING**

### TEACHING STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominic Crompton</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Heath Mason</td>
<td>Associate Senior Leader (Agency)</td>
</tr>
<tr>
<td>Clare Redman</td>
<td>Acting Deputy Head</td>
</tr>
<tr>
<td>Richard Neale</td>
<td>Teacher TLR</td>
</tr>
<tr>
<td>Kerry Fazey</td>
<td>Teacher</td>
</tr>
<tr>
<td>Amy Yates</td>
<td>Teacher</td>
</tr>
<tr>
<td>Emma Meola</td>
<td>Teacher</td>
</tr>
<tr>
<td>Nicola Hardy</td>
<td>Teacher</td>
</tr>
<tr>
<td>Natasha Finnegam</td>
<td>Teacher</td>
</tr>
<tr>
<td>Loretta Redman</td>
<td>Teacher (Agency)</td>
</tr>
<tr>
<td>Andrew Hall</td>
<td>Teacher (Agency)</td>
</tr>
<tr>
<td>Daniel Eltringham</td>
<td>Pastoral/HLTA/Forest School</td>
</tr>
<tr>
<td>Richard Sagar</td>
<td>Pastoral</td>
</tr>
<tr>
<td>Vacancy</td>
<td>Pastoral</td>
</tr>
<tr>
<td>Pauline Ryan</td>
<td>HLTA</td>
</tr>
<tr>
<td>Lyn Temple</td>
<td>HLTA/Intervention</td>
</tr>
<tr>
<td>Jake Regan</td>
<td>Sports Coach (Agency)</td>
</tr>
<tr>
<td>Debbie Cooper</td>
<td>TA</td>
</tr>
<tr>
<td>Paul Candlin</td>
<td>TA</td>
</tr>
<tr>
<td>Carol Edwards</td>
<td>TA</td>
</tr>
<tr>
<td>James Watson</td>
<td>TA</td>
</tr>
<tr>
<td>Krystle Clayton</td>
<td>TA</td>
</tr>
<tr>
<td>Imelda Finch</td>
<td>TA</td>
</tr>
<tr>
<td>Atiqa Haider</td>
<td>TA</td>
</tr>
<tr>
<td>Paula Osborne</td>
<td>TA</td>
</tr>
<tr>
<td>Vickie Rawlings</td>
<td>TA</td>
</tr>
<tr>
<td>Anne Wass</td>
<td>TA</td>
</tr>
<tr>
<td>Victoria Mawby</td>
<td>TA</td>
</tr>
<tr>
<td>Corinne Rogers</td>
<td>TA</td>
</tr>
<tr>
<td>Bronwen Seaton</td>
<td>TA</td>
</tr>
<tr>
<td>Jayne Francis</td>
<td>TA</td>
</tr>
<tr>
<td>Joshua Hughes</td>
<td>TA</td>
</tr>
<tr>
<td>Samantha Wall</td>
<td>TA (Agency)</td>
</tr>
<tr>
<td>Sharma Quaid-Shuter</td>
<td>TA (Agency)</td>
</tr>
<tr>
<td>Charlotte McKen</td>
<td>TA (Agency)</td>
</tr>
<tr>
<td>Ben Selman</td>
<td>TA (Agency)</td>
</tr>
<tr>
<td>Linda Bamber</td>
<td>TA (Agency)</td>
</tr>
<tr>
<td>Nathifa Empress-Smith</td>
<td>TA (Agency)</td>
</tr>
</tbody>
</table>
RESIDENTIAL STAFF
Tony Pridding PRSCW Head of Care
Ann Hewitt Team Leader - Phoenix House
Patricia Pridding Team Leader – Phoenix House
Nick Sankey RSCW – Phoenix House
Susan Williams RSCW – Phoenix House
Sean Parish RSCW – Phoenix House
Pauline Millward RSCW - Phoenix House

PARENT SUPPORT
Tracy Handley Family Work Coordinator

ADMINISTRATION STAFF
Mandy Elder Office Manager
Lynne Lacey Business Manager
Michelle Robinson-Blore Receptionist p/t—afternoons only

DOMESTIC STAFF
Ray Green Catering & Domestic Manager
Margaret Bishop Cook
Sue Powell Cook
Linda Harridine General Assistant p/t
Maxine Johnston General Assistant p/t
Tracy Portlock General Assistant p/t
Cindy Robinson General Assistant p/t
Michelle Robinson-Blore General Assistant p/t
Susan Terry General Assistant p/t
Evelyn Faraday General Assistant p/t

Buildings and Site Maintenance
Vacant Buildings Services Manager
Chris Burton Maintenance

Teaching and Curriculum
All pupils have access to the National Curriculum programmes of study in a suitably adapted form. The ethos of the school is that learning experiences will be presented in such a way as to allow pupils to enjoy their learning and to succeed, to raise self-esteem and to build their self-confidence through the knowledge that they are achieving and making personal progress.
The children’s learning is subject to continuous assessment and the school will respond to those who need extra support especially in core subject areas. Each pupil has a personal progress file, held in the classroom, which tracks their progress through the school.

Challenging targets are set each year for all our pupils to ensure that they meet or exceed expected progress. The emphasis is placed on the development of basic skills in English and Mathematics. The school currently has 8 class groups. Each class group has up to 9 pupils although this can vary according to the nature of the pupil population at any one time. All classes have at least two Teaching Assistants allocated in addition to teaching staff. Some classes have additional Teaching Assistant support to meet the specific needs of the pupil group or management needs of individual children. Children are allocated to classes on an age, ability and needs basis, we do try to keep to year groups but this is not always possible or in the best interests of individual pupils. Groups are not necessarily static and children can move classes when it is clearly in their best interests to do so, although compliant with our aim of providing stability, we endeavour to work through issues and avoid in year pupil movement unless it is unavoidable.

Home, School and Community
The school serves a very wide community, drawing the majority of its pupils from the whole of Birmingham and occasionally some from neighbouring local authorities. Most of our children's families live in excess of ten miles from the school.

Home/School Partnerships
Education is most effective when teachers and parents/carers work closely together to support the child in their development.

We expect parents to support the school by:

- Taking an active interest in their child’s progress and development
- Supporting school behaviour strategies and individual interventions
- Ensuring that their child is school ready, wearing full appropriate uniform
- Encouraging reading at home both for pleasure and for information
- Receiving and reading the regular Newsletters and other updates from school
- Always contacting the school regarding unavoidable absences
- Keeping telephone numbers and other contact information up-to-date
- Supporting and maintaining regular contact with staff in school
- Keeping the school informed of any issues or concerns they or their child may have

Parent Support Advisor & additional links to parents
A significant indicator of our commitment to parents and Carers is the appointment of a dedicated Parent Support role, who spends time working directly with pupils, parents/carers and related professionals. A significant part of the role is to act as an advocate for parents within the school in terms of supporting them to share their views and concerns and representing the general views of parents to staff in school. Having awareness of, and contact with a considerable network of specialist organisations and support services that can be accessed should the need arise, they are a first point of contact for parents and carers.
Pupils are transported from Home to Skilts by taxi or minibus; these are provided by commercially based companies who have contracts with the Birmingham Local Authority Transport Department. Each taxi/minibus has a driver and at least one Pupil Guide to supervise and support the pupils through the journey; all Pupil Guides are employed through the Local Authority. The Guides also act as an important link between the school and the parents/carers of our pupils and are able to facilitate regular face to face communication with parents and carers on behalf of the school.

Principles of Residential Child Care Practice

There is a clear interplay between the management techniques and strategies used in our residential provision and those that are employed school wide. There is a recognised reliance on developing sound and trusting professional working relationships with children. It is through the planned effective use of our individual and small group opportunities, that these positive healthy relationships can be developed and used to bring about change in the beliefs, attitudes and behaviours of our pupils. We afford our pupils the physical and emotional space, understanding and opportunity to develop a sense of responsibility for themselves, others and the environment. In creating this space for personal growth and development, we support children with Social, Emotional and Mental Health Difficulties to meet the challenges of their own individual needs through a ‘done with’ rather than a ‘done to’ approach to self-discipline. A significant part of this strategy is the implementation of the ‘language of choice’, where the adult is in charge of the process, defining the parameters, boundaries and choices, with children being given some control (in the form of choices) about the outcomes for themselves.

For many of our children, their childhoods have been characterised by disruption, disadvantage, loss and failure experiences of varying kinds. As a result of numerous social and environmental factors many have become 'streetwise' and have had limited opportunity for being involved in age related play and experiences, all aspects which are essential to achieving positive personal growth and emotional development within childhood. The daily care of children at Skilts revolves around play for learning and shared activity experiences, with the security offered by basic routine and positive relationships enabling the following objectives to be achieved:

(a) Development of the child's awareness and understanding of his own feelings and the feelings of others, enabling him to form satisfying, trusting and caring relationships.
(b) Development of greater self-confidence by providing an environment, which encourages discussion and conversation through which a child can express himself confidently and freely.
(c) Development of social skills: through significant individual attention, we develop hygiene routines, personal care skills, good eating habits and respect for others and themselves.
(d) Development of imagination and peer relationships through stimulating planned and informal activity and play experiences.
(e) Development of identity and purpose through supporting positive relationships with parents, carers and other significant adults and sharing successes with them.
(f) Development of personal worth through the setting of agreed realistic, achievable goals and giving a child a sense of personal progress.
(g) Provision of close monitoring of a child’s progress, feelings and attitudes, whilst maintaining an awareness of other factors, which may affect his behaviour.

The core of our approach to residential child care is to provide a warm, caring structure which is emotionally secure, comforting and stimulating, but not over protective. We providing a structured, safe, emotionally secure environment within which a child can develop and reach their own potential, at an appropriate pace, in accordance with their individual needs and abilities. All resident children have an Individual Residential Placement and Care Plan (RPCP) based on their Education, Health and Care Plan (EHC), an individual risk assessment and their prioritised needs, which is used to measure progress. Within the RPCP, management strategies are identified, and personal goals are set with pupils and monitored. Daily monitoring accounts are written to record and measure achievement and progress made. This process also enables early identification of concerns so that they can be addressed quickly. This highly personalised approach is used to plan for the care of residential pupils from before the point of entry into residence, with much of the information being generated during the entry process with pupils, parents/carers and other involved agencies where appropriate. The Placement and Care Plan is very much a live document, being regularly reviewed and updated as appropriate in line with personal developments and changes in circumstances.

In an extension to the Parent Support role which is across the school, for resident pupils the residential team are often the first and main link with home and other outside agencies that are involved with supporting our pupils. Each Residential School Care Worker (RSCW) is a member of a team, working under the direction of a Team Leader. Under the direction of the Team Leaders and Head of Care, RSCW staff will maintain regular telephone contact with parents, support attendance at organised residential and school based reviews and ensure the sharing and exchange of essential information with school and home, e.g. i.e. Review paperwork, medical and medication information, and contact addresses and telephone numbers. They also maintain a general supportive communication links with parents and carers to ensure that pupils’ residential stays run as smoothly as possible. Children are also supported by RSCW staff to maintain contact with home while they are at school, the residential house has a phone that is purely for use by pupils to call home and for parents to contact their children while in residence. This is mostly used in the evenings and especially between 19.30 and 20.30 when pupils are having a quiet ‘settling down’ time before they go to bed.

The residential house works to the central aims of the School but demonstrates its own character and ethos through personalised welcoming decoration, resources, activities on offer and the individual strengths of the Team to offer the pupils stimulating, secure and fun opportunities to develop interests, healthy living styles and acceptable social development through the use of constructive activity.

The Residential Team also act as a significant link to the Special School Nurse service. Under the direction of the Head of Care, it is their role is to ensure that the medication policy and guidelines are strictly implemented and adhered to across the school, as well as helping to identify and pursue further avenues of health support for our residential pupils as appropriate. The Residential Team are responsible for administering any prescribed medications to pupils, closely following the procedures of the medication policy of the school and procedures of the local authority.
Each evening the residential team is managed by a member of the Care Management Team. The Head of Care (Tuesday & Thursday) and a Team Leader (Wednesday) work in the support of staff and the running of the School site.

**Catering and Food Provision**

As with the day provision in Owl/Woodpecker, the residential block, Phoenix House, has its own kitchen staffed by catering staff. Here meals are prepared for breakfast and evening meal whilst supper is left for the Residential Team to manage each evening. Catering staff are employed directly by the school and the team is managed by the Catering and Domestic Manager. This allows them to be highly responsive to pupils needs and preferences and the food provision for the residential house is very flexible, allowing for pupils to input into the food choice that is provided.

Boarding and Welfare provision at the school is inspected on an annual basis by Ofsted, who look at food standards and provision for residential pupils. In inspections the school has been complimented on the variety and standard of food provided. The school adheres to Government guidelines to ensure that pupils are provided with a well-balanced diet.

**Timing of the Residential Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.30</td>
<td>Staff on duty (8.30 Mondays only)</td>
</tr>
<tr>
<td>08.00</td>
<td>Pupils get up wash and dress for the school day</td>
</tr>
<tr>
<td>08.30</td>
<td>Breakfast</td>
</tr>
<tr>
<td>09.00</td>
<td>Taxis arrive with pupils who have been home on the previous night. Resident pupils leave for the school day</td>
</tr>
<tr>
<td>12.30 – 13.30</td>
<td>Lunch in class groups with Teaching Assistants, Teachers and RSCW support. This is split with lower school eating first and then playing and upper school pupils doing the opposite.</td>
</tr>
<tr>
<td>15.15 onwards</td>
<td>Transition and handover from school, pupils change for evening residence or return home by taxi</td>
</tr>
<tr>
<td>15.30</td>
<td>Homework session</td>
</tr>
<tr>
<td>16.00 – 18.00</td>
<td>Structured Evening Activity (1 hr approx.) and house activity period</td>
</tr>
<tr>
<td>18.00</td>
<td>Teatime meal for residents</td>
</tr>
<tr>
<td>19.00 – 20.00</td>
<td>Supper/ Showers/ Ready for bed</td>
</tr>
</tbody>
</table>
20.00 – 20.30  Quieter settling time activity in preparation for bedtime
20.30  Bedtime

**Visiting Specialists**

- **Attached Educational Psychologist**: Providing a limited at request service when required
- **Other Educational Psychologists**: Varied according to school & children’s needs
- **School Medical Officer**: One morning per month & medicals
- **School Nurse**: One day per week
- **Social Workers**: Varied according to individual children's needs
- **Malachi**: Need based referral service, offering weekly sessions working directly with pupils and parents/carers

Co-operative work practice and communication is ensured with outside agencies as required and the external medical provision is structured through the School Nurse.

**Safeguarding and Child Protection**

The school has a comprehensive Safeguarding and Child Protection Policy and procedure that is approved by the schools Interim Executive Board (IEB) annually, with a member of the IEB having a specific responsibility for Safeguarding practice. Staff are trained with regard to the schools policy and the policy is made available to the wider community through the school office, admissions process and school website. It is mandatory that all staff and other adults in school will adhere to this policy at all times.

The Head Teacher, Dominic Crompton is the Designated Senior Leader for Safeguarding (DSL), the Acting Deputy Head, Clare Redman is the Deputy DSL. It is required that the DSL or Deputy DSL are contacted by staff and other adults working in school as soon as possible in the event of a Safeguarding or Child Protection issue being identified. In line with statutory guidance, it is school policy that all issues or concerns relating to the conduct of staff members or any other adults in school must be reported immediately to the Headteacher by the person who has the concern. Concerns about the Headteacher must be referred to the Chair of the Interim Executive Board or directly to the Local Area Designated Officer (LADO). Further guidance and contact information can be found in the schools Safeguarding and Child Protection Policy.

The school policy and procedures with regard to Safeguarding and Child Protection are entirely reflective of the Birmingham Safeguarding Childrens Board principles and procedures and have been agreed by the schools Interim Executive Board.
Staff Development
As part of our commitment to constantly seeking to improve our provision, Skilts is fully committed to the development of the whole staff group in order that pupils receive the support and professional input to which they are entitled. The school uses a computerised monitoring system to ensure that regulatory training is kept up to date and any pending shortfalls are managed in a timely fashion. All training that is available to the school is discussed and booked along a set priority of:

A – Statutory compliance requirements
B – Meeting the School Development/Action Plans and whole staff team development planning
C – Develop individual performance, specific to role, responsibility and performance management
D – To introduce a new initiative
E – Personal interest

The five School INSET days are used to support the School Development/Action Plans and to cover a requirement to refresh amongst others, Safeguarding training, Team Teach training and First Aid requirements. The aim is for all staff, especially teaching and residential, to train together whenever possible so we can promote good practice consistently across the different staff teams in school. It also affords staff the opportunity to share ideas and develop a working understanding of each other’s practice in terms of managing the different challenges pupils present and developing strategies that can be used to de-escalate or avoid possible confrontation situations.

Staff are also encouraged to attend specific courses off-site that enable them to return and cascade information and good practice to others.

Pastoral Care and Discipline
The promotion and monitoring of good discipline is an integral part of the pastoral care programme, and although led by a dedicated Pastoral team, is the shared responsibility of all staff. The philosophy of the school is to use a system of praise, appropriate rewards and the language of choice to reinforce positive self-discipline and social behaviour by the pupils.

Throughout each day, pupils are regularly assessed and achievement levels are awarded (red, amber, green and gold) to recognise and reward their adherence to set behaviours and expectations that are clearly promoted throughout the school and residence. Each class uses the Sleuth system for monitoring progress for pupils against the set criteria of behavioural expectations. This is a strategy which encourages pupils by visibly scoring their successes as they are achieved. It also provides a clear expected opportunity for staff to feedback regularly during the day to pupils about their own behaviour. These achievement awards accumulate into tangible rewards over time. The patterns of achievement levels awarded are closely monitored and scrutinised by pastoral staff in order to identify achievement and areas of concern. Identified areas of concern can then be met with specific interventions where appropriate, to trigger improvement.

Pupils are always reminded that in every event they have a fresh start after each incident, morning evening, day or week. The emphasis is on talking through difficulties in order that pupils can recognise, self-reflect and understand their own behaviour and the behaviours of others before moving on. The aim being to learn through experience and avoid repetition of negative behaviours.
Undesirable and negative behaviour will usually be dealt with at the point of incidence. If the matter is too serious for this, there is a hierarchy through which the problem will pass until it reaches the lowest level at which it can be resolved. At each level, the pupil has the opportunity to reflect and change his response before the matter becomes more serious. This also gives pupils the maximum number of opportunities to consider their options and the staff maximum opportunity to help the pupil reflect on the more positive aspects of their behaviour, build self-esteem and reinforce staff/pupil relationships. To facilitate this, a variety of sanctions can be used to manage the situation. These sanctions may include pupils returning to finish incomplete work or spend break times in a room under direct staff supervision. In the event of extremely disruptive and dangerous behaviour, the removal of a pupil from class to work in an alternative area under closer supervision may be used as a sanction.

The use of physical intervention (restraint) for the protection of the child, other persons or property, will always be kept at an absolute minimum and will follow the training and guidelines of the Team Teach Technique. This technique has the full support of the Local Authority and requires two days of training with an annual refresher; its emphasis is on de-escalation and the use of minimum force for the shortest possible time to ensure that the risk of harm to persons, property or high level disruption is minimised. Nationally recognised trainers train all staff; we have our own trainers on our staff team. Staff are required to record all incidents of restraint, in writing, clearly indicating what happened, how long it happened for and the outcomes. Parents and carers will always be informed by school staff when their child has been involved in a restraint in school.

**Communication**

Effective formal and Informal communication is an essential feature in our school, it is essential for sharing information, evaluating practice, introducing initiatives or resources and responding effectively to the differing needs of our school population. In addition to the wealth of informal communication that takes place on a daily basis in school, there are a range of formal meetings and required processes that are also in place to ensure communication and information sharing is effective, the main examples are listed below:

**Daily**

- Daily briefings for teaching and residential staff outlining the events for the day
- The teaching team greet pupils from taxis in the mornings, allowing for a verbal handover from transport guides
- Staff record daily progress, incidents and track pupil behaviours against universal behaviour expectations
- Staff share any relevant information with parents and Carers by telephone or in writing to go home with transport guides daily
- At the end of the school day the teaching team accompany day pupils to their taxis. They stay until the taxis taking pupils home have left the school premises, allowing time to communicate important information to transport guides about the pupil’s day in school.

**Weekly**

- Senior Leadership Team meeting
- Senior Teachers meeting
• Teaching Staff meeting
• RSCW team meeting
• Care Management Team meeting

Annually
• Performance Management for all staff (reviewed in year)
• Annual Review of Education, Health and Care Plan (EHC, Formerly Review of Statement) involving school, parents, carers, outside agencies and pupils.
• Secondary Transfer

In addition to the regular school inspections undertaken by Ofsted, there is also an annual inspection by Ofsted of the residential element of the school. Copies of Ofsted inspection reports are available on request from the school, via the link on the school website or directly from the Ofsted website.