

Laleham Gap School – LGS53 Residential Contribution to Education Policy

Kent County Council

Education Learning and Skills Directorate



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Laleham Gap School

Laleham Gap School – LGS53

Residential Contribution to Education Policy

Kent County Council & Laleham Gap School

The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

*Sex Discrimination Act 1976; Race Relations Acts 1976 & 2000; Childcare Act 2006; DDA 1995 & 2005; Civil Partnership Act 2004; Gender Recognition Act 2004; Equality Acts 2006 & 7 and Statutory Instruments.

1. The Ofsted Inspection

The overall effectiveness of the school's residential provision is Outstanding. With Outstanding Outcomes and Quality of Care.

Care staff, the school's residential provision and leisure activities actively contribute to individual children's educational progress. Care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

- Care staff are familiar with the educational needs and progress of the children in their care, and they inform teaching staff of any information which will assist in supporting the child in school time. They contribute to the annual review of the EHC Plan and participate where necessary in the implementation of the individual educational plans.
- Children are provided with facilities such as their own lap tops and desks in rooms to support study and doing any homework, and are actively encouraged and supported by care staff in doing so.
- Children have access to books and other educational aids (that are appropriate for their age and the stage of their educational needs) to assist with their education outside class time.
- Where appropriate the school provides children with access to library facilities suitable to their needs and interests, for both educational and recreational reading.

- Residential, care and teaching staff work together to identify means of encouraging each child's personal, social and educational development and achievement, and contribute consistently to encouraging development in their work with the child. Any concerns are brought to the 'Pupil Well-being Meetings' of which the relevant delegates from the school will attend.
- Where appropriate, children are assisted by teaching and care staff in their preparation for independent living.

2. The Effectiveness of how the residential provision impacts on and extends the school day and contributes to the quality of the Education Provided

The residential department intervenes purposefully in the lives of young people to promote their welfare. Residential care and education develops a positive and caring environment which will enable young people to trust, grow and gain their maximum level of independence and to behave in a way that is acceptable in society.

Staff will be aware of young people's earlier lives, their interests, achievements and skills and provide opportunities to use existing skills and develop new areas.

Some pupils have suffered educational disadvantage and frequently have attainments well below their chronological age. A placement in residential school should provide a compensatory experience, should facilitate and encourage the young people to reach their full potential and have access to the widest possible range of educational experiences. Their residential placement is seen as a positive choice.

The residence is managed and organised in such a way as to maximise the educational opportunities of pupils. Teaching and learning strategies are well planned in order to motivate pupils and encourage positive attitudes towards education.

There is an effective partnership and collaboration between the residential and education staff which ensures a very successful 24 hour curriculum for residential pupils. This, combined with thorough informative records, ensures the pupil's personal and educational development is well monitored. Placement plans identify the educational and recreational needs of the young person. Staff are supportive in the education of the young people and the links between care staff and teaching staff engender an ethos amongst the staff group which values educational experience. The links between study in school and the opportunities to extend their skills and knowledge through residential activities beyond the school day enhances the effectiveness of the residential provision and staff are aware of pupil's individual education targets.

Pupils are encouraged and supported where necessary with homework, encouraged to attend homework clubs and activities specifically designed to support education outcomes. Teaching staff have direct communication with keyworkers who can intervene with specific support if this is required.

3. The Benefits of Leisure Activities on Children's Education

A crucial element of a residential school placement should be to "link the learning with the living".

As a residential school, activities and opportunities outside of the school day as part of the 24 hour curriculum are considered very carefully. Placement plans which highlight the specific needs of the pupils and generate targets for them to achieve will drive the

activity timetable in the evenings. Particular areas of weakness can be strengthened through a programme of appropriate activities in an enjoyable way. Activities are seen as opportunities for pupils to succeed with a view to enhancing confidence and self-esteem and supporting their overall development. Social skills and personal organisation skills are developed through a range of activities such as swimming, shopping, cinema trips and cooking where pupils are encouraged to manage their own practical needs for the activity independently e.g. Swimming kit and money. Some extra-curricular activities such as homework sessions, ICT, sports, astronomy and drama clubs are provided by education and care staff in the evenings. Drama and sports are especially beneficial to the development of interpersonal skills, working as a team and building relationships with peers and adults.

Speech and language therapy and/or occupational therapy is supported and complimented by many leisure activities carried out after school. After discussion with therapists, activities are planned and developed according to individual children's needs in certain areas. For example, the exercise club (Circuit training) helps to improve gross motor skills, and hand-eye co-ordination. Craft activities help with fine motor control. Social situations, board games and symbol supported text to aid understanding, continue programmes delivered by Speech and Language Therapists. Opportunities are provided to also use sport and leisure facilities in the local community and pupils are encouraged to identify and pursue their own interests and hobbies. Leisure and recreation activities are publicly displayed and affirmed by displays of photos etc. Staff recognise the importance of providing a stimulating environment within the school and/or the local community. Speech and Language training is built into the residential staff training programme and gives the opportunity to discuss children's needs and how these can be best supported.

Staff are aware of the dangers of creating over dependence on the school but provide pupils with support and encouragement where needed to take part in leisure activities. Young people are encouraged to develop personal interests and leisure pursuits appropriate to their age and stage of development. An adequate budget exists to support staff in this area and staffing levels are sufficient to facilitate activities.

4. Homework

In order to reinforce their learning, pupils need to do follow-on activities from classroom reading and language work. All children are therefore expected to do their set homework on school days and at weekends. Year 11 pupils are given set study times in the evening. All other pupils are expected to undertake some reading in the evening.

Specialist subject teachers, provide homework clubs in the evenings, and pupils also have facilities for doing homework in the residential wings.

Care staff are aware of the homework timetable and how it effects the time a student has for planned activities.

5. Preparation for Independent Living

Life and social skills are an integral part of the programme of preparing young people for adulthood. Older young people planning for independence can also be appropriately helped to develop community interests and leisure pursuits such as the Duke of Edinburgh Award Scheme.

Our aim is to provide all pupils with the experience, skills and understanding necessary to live as independently as possible as responsible adults and within their community. We prepare pupils for leaving school by developing a wide range of independent living skills, essential to transition into adult life such as:

- Life skills and social skills training including cooking, shopping, budgeting and money management, etc.
- Career advice, helping to fill in forms and write CVs.
- Older pupils have Citizenship debates during wing meetings to talk through various issues, human rights, topical and political subjects.
- The Duke of Edinburgh Award Scheme helps to build confidence, self-esteem, team building skills, leadership qualities and self-organisational skills. This leads to a Bronze Award and contributes to their educational development.

6. Summary

The rigorous procedures in place to maximise potential and development help us to ensure that residential provision impacts in a positive way on the pupils in our care. Our records inform us about pupil's progress and the next stages needed to promote confident, independent young people who are prepared for adult life. Good liaison between residential staff and education staff maximise the knowledge and expertise available for the benefit of the pupils.