

BLEASDALE SCHOOL



Statement Of Purpose

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Staff Responsible for policy	Sefton Booth
Chair of Governors	Rosemary Dyson
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Statement of Purpose

1st January 2024

1. REGISTERED PROVIDER

The school is wholly maintained by Lancashire County Council

Contact can be made to the Director of Education and Cultural Services

P.O. Box. 61, County Hall, Preston, PR1 8RJ

2. PURPOSE OF THE SCHOOL

Bleasdale School is a day school for children who have severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), associated sensory impairments and/or complex medical difficulties. Up to 120 children and young people can be accommodated in the facility (from our recent feasibility study) and yet our PAN sits at 40 (with a legal right to go 10% over). Education and Care are provided for children and young people of both sexes who are between the ages of 2 and 19 and who have profound and multiple learning difficulties, often with associated sensory or medical difficulties. We currently have a feasibility study being conducted by LCC on the extension of PAN, and the development of a post 19 provision (dated 1/7/2023). Talks are ongoing with LCC.

The school employs approximately 44 full-time equivalent staff including Teachers, Teaching Assistants, Administrative, Ancillary and Maintenance Staff. The school is led by the Headteacher and a Senior Leadership Team consisting of a Deputy Head, two Lead Learning Practitioners, and a School Business Manager.

The needs of all children and young people using the services of Bleasdale School will be fully assessed prior to a placement being agreed and admission will be based on a planning meeting/review decision. New pupils will be given a planned induction into the school. Without prejudice visits are available for all parents with a child who has profound and multiple learning difficulties (PMLD) or severe learning difficulty (SLD). The Local Authority will signpost parents to the school if it is deemed an appropriate placement for their child.

There is no provision for emergency admissions to Bleasdale School. All policies and procedures at Bleasdale school are routinely checked and in line with those of Lancashire County Council.

3. THE OBJECTIVES OF THE SCHOOL

- Promote opportunities to enable children and young people to achieve their full potential.
- Provide opportunities to enable children and young people to engage educationally in a carefully sequenced and organised curriculum.
- Provide a safe and supportive environment where children and young people are listened to and encouraged to express their needs, wishes and feelings.
- Promote confidence and independence.
- Provide opportunities for children and young people to make choices.
- Develop individual EHC plans to meet the needs of each child or young person.
- Work in partnership with children, their families and significant others.

4. VALUES OF THE SCHOOL

We believe that:

- Bleasdale School should provide children and young people with skilled support from committed staff in a safe, caring and ordered environment.
- We have a responsibility to ensure that children and young people in school are protected from abuse and neglect.
- Education, Care and Health forms part of a range of services that combine to meet children and young people's needs and support their families and carers.
- We recruit and support staff who are carefully selected and have opportunities to develop skills and professional practice through training and supervision. All staff undergo enhanced DBS checks before they commence their work at Bleasdale School.
- The multi-disciplinary staff are committed to working cooperatively and consistently with colleagues, across disciplines, thereby providing integrated support for pupils.

We have a number of values that are important to the school and for the children and young people who are looked after.

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- Dignity and Respect: - recognising the value of young people and their right to be treated with dignity and respect. We have a commitment to treat children and young people well.
- Equality: - ensuring that the services and facilities of this school are accessible and available to all. The service provided by our staff should not judge children and young people's circumstances, backgrounds and lifestyles. It should not discriminate on the grounds of race, culture, language, religious beliefs, gender, sexuality, disability or age. Individuality will be valued. We have a commitment to treat children and young people fairly.
- Quality: - promoting quality services which are based on agreed standards and meet legal and good practice requirements. We have a commitment to ensure that staff working with children and young people adhere to all policy and practices within the school
- Independence: a commitment to provide opportunities for children and young people to be as independent as possible, whilst ensuring their safety at all times. A child or young person's need for privacy is included in our practice.
- Rights: - a commitment to children and young people's rights and entitlements.
- Listening: - a commitment to listen to children and young people and help them express their wishes and needs in whatever way is best suited to the individual child or young person. All children should receive encouragement to reach their full potential and to help children and young people achieve their hopes and ambitions and to develop their abilities in their daily lives. A commitment to ensure they have a good start in life.
- Confidentiality: - we are committed to treating all personal information in confidence.

5. FACILITIES PROVIDED

The school has excellent facilities to meet the needs of children; good use is also made of local resources. Bleasdale School is maintained to the highest standard. These currently include a rebound centre, a library, a swimming pool, large green spaces, a PE hall, a performance hall, classrooms, break out spaces, a music room, kitchens, DT spaces, a light library, dinner hall, work facilities (office space/PPA rooms), toilet facilities, clearly marked out parking facilities.

The family will liaise closely with the class teacher of the child they support. The paramount intention is to ensure a child's safety whilst providing high quality care and continuing educational opportunities incorporating leisure and recreation. The school accepts that there is a fine dividing line between

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the ensuring of safety and being unreasonably restrictive, but the following are considered to be essential.

- All children and young people at this school will be highly dependent upon adults and will require help with all aspects of personal care e.g. toileting and bathing.
- External doors remain locked, as a matter of routine, using a digital security system available to staff only, whilst meeting all evacuation requirements
- All our children require supervision whenever they are out of the school premises. i.e. in order to take part in activities and remain safe.
- Wherever possible, children and young people will be encouraged to take part in activities and programmes to promote skills to enable them to be as independent as possible. These may include activities such as travel, shopping and cooking, as well as personal care. Risk assessments will always be undertaken before an activity is agreed. Individual risk assessments are in place for all activities. A comprehensive risk assessment process is in place for all educational visits as part of Lancashire’s policy and practice. Parents are kept fully informed and are required to give consent for all educational visits.
- A child or young person’s privacy will be respected at all times, except for the periodic need to ensure safety, where this has been assessed as necessary and so will vary from child to child.
- The second education building affectionately known as ‘The House’ has 2 lifts installed, which provide wheelchair access to first floor.
- The second education building affectionately known as ‘The House’ has three communal rooms are located on the ground floor for recreational activities, meals, etc. including a library area.
- A choice of food is provided and children and young people are encouraged to express their own preferences. For children who do not use formal communication strategies other strategies are offered e.g. speech, signs, symbols or objects of reference. Staff will support children in their choices using very good observational techniques to make judgments about their named child’s preferences.
- The school has its own fully adapted transport, which is used for outings etc. Dependant on small care use or larger bus use: some drivers are required to pass a MIDAS test prior to driving the vehicle. This test includes the necessary training for clamping wheelchairs in the vehicle.

6. STAFF DETAILS

The Leadership Team of the school comprises of the Headteacher, Deputy Head , two Lead Learning Practitioners, and a School Business Manager.

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Aspects of senior leadership are delegated to other employees of the school, e.g. premises and grounds arrangements are assigned to the Site Supervisor. The Headteacher has overall responsibility for the organisation and development of the school but all team members hold some responsibility for the development of whole school practice. These include such tasks as staff rotas, health and safety procedures, information and publicity, fire safety, etc.

The school is highly staffed in all areas.

The school kitchen fully supports the work of the school. The kitchen is equipped in accordance with the requirements of environmental health food hygiene regulations. All school meals are prepared in this kitchen. School dinners are transported to the school premises during school time.

Most staff are trained in the Administration of Medication. We have no nurse on site but a community nurse completes staff medical updates and training on a regular basis. She is also available as a point of contact.

7. HEALTH CARE ARRANGEMENTS

Careful attention is given to the health needs of children and young people at Bleasdale School. Nurses write up all Pupil Care Plans and share them with staff on a regular basis. Written information is kept in a confidential record, to include any necessary parental consent for treatment.

The school works closely with parents to develop a full understanding of a child's health care needs and will work together to ensure that those needs are met.

Within Bleasdale School, children and young people will be encouraged to develop and maintain a healthy lifestyle in terms of diet, personal hygiene, dental care, etc. These essential aspects of personal care are managed by teams of staff who offer consistent and continuous good practice

Smoking is not permitted in any part of Bleasdale School, or its grounds, in order to protect the health of all who live and work in the school and to comply with Lancashire's 'No Smoking' Policy

8. ARRANGEMENTS FOR THE EDUCATION OF ANY CHILD

All children and young people resident at Bleasdale School will have an Education Health and Care Plan (EHCP). Suitable home/school transport is available for all pupils who attend this school as part of their EHCP, provided for by the Local Authority. Links with school are very important and it is the responsibility of the teachers to provide that link and obtain and contribute to all relevant information in respect of a child or young person's education.

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Teachers and a range of professionals are required at EHCP reviews and are also expected to attend school-organised meetings, reviews of EHCP's whenever possible. Bleasdale staff provide a highly developed curriculum of activities that is forward thinking and at the forefront of innovation. The emphasis is upon enjoyment and a wealth of learning experiences for all.

9. RECREATIONAL ARRANGEMENTS

It is important for children and young people to be able to participate in a wide range of activities, in order to maximise their opportunities for personal growth and to have fun and enjoyment. Leisure and recreational activities will be as inclusive as possible i.e. they will involve participation in activities, and at venues accessed by other children living in the community. The wishes and feelings of the children and young people will be taken fully into account in deciding on activities. It will be necessary to undertake risk assessments for individual children in respect of activities, to ensure that safe and appropriate care is maintained.

Bleasdale school offers a short break facility of 2 separate weeks in the Summer holidays. This can be a mixture of day places and parent supported places. This is managed by a HLTA, and staff are appointed from existing staff who know the pupils well, adding to the consistency of excellent care we offer.

10. CONSULTATION WITH CHILDREN

The values and ethos of the school requires that children and young people attending Bleasdale School are properly consulted on all issues concerning their accommodation in the school.

This is achieved by appointing a class team to each child and young person which is shared on attendance to the school and at regular intervals (every September); opportunity for a child to participate in his/her EHCP review; the availability of an independent advocacy service to the school and staff having regular contact with parents/family. The school also has an Independent visitor who knows the children well, visits school on a half termly basis and is available when required.

11. CONTROL AND DISCIPLINE

Positive interaction between the children and adults or their peers in all circumstances is our preferred route when dealing with all pupils. Positive handling plan strategies are used in aspects of behaviour that require additional consideration. Children and young people will be treated with

dignity at all times. Staff undergo Team Teach training as regularly, and the school currently holds 4 Team Teach tutors.

12. SAFE CARE AND PROTECTION

The School is fully committed to providing safe care for all the children and young people who are at Bleasdale School.

The Headteacher is the school's Designated Safeguarding Officer (DSL)

Risk Assessments are undertaken and re-evaluated regularly and detailed records of each child's needs are maintained. Staff work to the procedural requirements of the Child Protection in Education documentation provided by the local authority, and all staff receive annual training in respect of child protection. (Safeguarding training is carried out on an annual cycle, and new staff have safeguarding included in their induction). Any concerns regarding a child's safety will be acted upon immediately, and will require staff to follow agreed and known procedures. A copy of these procedures can be located at the school and the Child Protection Policy can also be located on the school website

Where personal care is required children are assisted in privacy away from other children and visitors and in a way which minimises the children's exposure and vulnerability, utilising appropriate moving and handling equipment and care aids. When addressing a child, the staff ensure that the child is approached and communicated with in a manner which optimises their ability to understand, using agreed methods of communication.

13. PROCEDURE FOR DEALING WITH UNAUTHORISED ABSENCE

Emphasis is placed on providing a safe and secure environment for all pupils. No child has the ability to leave the school premises unaided, or to be absent without permission. If a child is absent from school, it is the parents responsibility to inform school of the absence. If no explanation is given about an absence when the register is taken, Bleasdale School' staff will contact parents for an explanation of the situation

14. FIRE SAFETY AND ASSOCIATED EMERGENCY PROCEDURES

A representative from the Fire Service regularly inspects Bleasdale School and the building meets Fire Regulation Standards. The school receives advice on fire safety procedures from the Fire Prevention Officer. The fire alarm is tested weekly and fire extinguishers, etc. are located throughout the building and are regularly tested and maintained. Half termly fire practices are carried out in a variety of predetermined situations to ensure staff are able to carry

out emergency evacuations of the premises if necessary. Fire training is provided on a regular basis. A complete new fire alarm was installed in 2017.

15. RELIGIOUS OBSERVANCE

Children and young people will be supported in practising their own religious observances. This includes attending religious services, the provision of an appropriate diet if required and the wearing of suitable clothing/dress. Though parents have the right to withdraw their children from religious education and collective worship, we feel that participation of the whole school at assemblies and such occasions as the annual Christmas Celebration is of benefit to everyone.

16. CONTACT ARRANGEMENTS

We wish to enter into an active partnership with parents in ‘sharing and caring’ to overcome all difficulties as far as possible. It is therefore, important that close contact and a good relationship is maintained between parents and school. It is equally important that close contact is maintained between parent and child. To help with this, each child has a named key worker who will help with such liaison. Regular communication with parents in a variety of ways maintains good home contact. Families will be encouraged to maintain contact with their child throughout their stay at the school. Parents and carers are encouraged to visit their children at school at any time. In this way, parents and families living at some distance from the school can discuss all aspects of their child’s life with the appropriate professional. Parents will be kept informed regularly about their child’s progress. Teachers are responsible for establishing a positive relationship with family members and for keeping families fully informed about their named child in the residential facility. Day school staff have the same responsibility for day pupils. Additionally, children and young people will be encouraged and assisted if required, to make and receive telephone calls from family members and friends. The school will deal sensitively in cases where contact orders are in place.

17. ARRANGEMENT FOR DEALING WITH COMPLAINTS

The Local Authority Procedures will be followed at all times. Information in respect of organisations and individuals, who can independently help children and young people with any representation is made available to parents/carers

A Children’s Advocacy Service is available to all the children and young people at Bleasdale School upon parental request. Children in the care of the local authority may have an advocate appointed to them as part of the reviewing process. The school also has an Independent visitor who knows the

children well and is available if required. School’s complaint policy is available on the school website.

18. ARRANGEMENTS FOR ANNUAL EHCP REVIEWS

All children at Bleasdale School have an Education, Health and Care Plan (EHCP) This is reviewed annually as a statutory requirement. Named staff and officers from the LA are invited to attend the reviews and contribute to the overall provision for the pupil. Teachers of pupils provide a written report for the child’s review. The majority of children and young people at Bleasdale School will use some respite facilities offered by other providers, in the main, by the Social Services Department in the area of the children’s home address. Reviews are also called for children using these facilities.

There will always be representation from both the school at every review. The class teacher will assist the child or young person to participate as fully as possible in his/her review. ‘Important To Me’ bags are used at the annual review to help the pupils have a voice in their review. I-Pads are also used by the young person to show a video clip of some of their achievements displayed within the EFL app.

A suitable room is made available at Bleasdale School as a venue for the review meeting.

19. TRANSITION ARRANGEMENTS

Bleasdale School will help a young person to achieve as great a degree of Independence as possible up to the time of leaving the school. Detailed planning will take place in the time leading up to leaving in order to ensure that appropriate and agreed plans are in place, so that the young person’s needs may be fully met during the next stage in his or her life. There will be early and full consultation with providers of Community Care services to ensure smooth transition from children’s services to adult services. The transition arrangements begin with a transition review at the time of the child’s fourteenth birthday. These reviews are updated on an annual basis (and can be brought forward if requested) and parents are given up to date information on any new initiatives. A carefully structured transition always occurs before the time the young person is due to leave us.

REVIEWED: 21st November 2018

REVIEWED: 5th February 2019

REVIEWED: 15th October 2019

REVIEWED: 12th May 2021

REVIEWED 2nd September 2021

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REVIEWED 10th January 2022

REVIEWED 1st July 2022

REVIEWED 8th January 2024