



Glenwood School

Together we will;
respect, achieve and make good choices

'The Glen'

Statement of Purpose

March 2022

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Glenwood School

Residential Educational Provision – ‘The Glen’

The reason that Glenwood School exists is to make a transformational difference to the quality of life and future prospects of each individual young person. Every member of the Glenwood School community has a unique contribution to make to achieving that end. In such a school, it is sensible to adopt the widest understanding of what the Glenwood Curriculum is. For this reason, when we talk about “the Glenwood Curriculum”, we are describing “the totality of experiences a young person has as a result of the provision made by Glenwood School”. Leaders of Learning and Curriculum Leaders work together to ensure our curriculum delivers the very best present and future life; enabling the learner to play the biggest role possible in shaping their own contribution.

Aims and objectives of the residential provision

The primary purpose of a residential placement at The Glen is to provide short term early intervention that brings about change in the young person's life across a range of contexts home by helping them learn new ways of sharing; spaces, attention, resources and control. Work at the Glen will further the acquisition of new living and self-care skills, all of which can be generalised in different settings. The work to

develop the Glen will be characterised by strong partnership working with the learner's family who will play a key role in shaping planning, strategies and outcomes.

- Learning about how young people cope and the support that is required for them to manage and thrive in new places, settings and with new people helps to open up their world and offer support to new and additional settings to do the same. For older young people or if linked to respite provision, this can be about finding out what they need in order to be successful away from home.
- Supporting families and young people to have greater autonomy through strengthened partnerships. Parents gain confidence to influence and shape the future with their young person.
- An increased joint understanding and picture of how young people express themselves and the challenges and next steps in support and learning.
- Helping families to speak the language of and around their young person with future provisions and other providers (or wider family and friends).
- With an eye on the future, enabling us to reflect on what we offer across The Glen and school to enhance possibilities in the long term.
- To ensure all important voices around young people and families are listened to and specialist advice and knowledge supports us to ensure we are all working to 'open up their world'

Eligibility

Young People and their families will be assessed against a set of criteria and may be allocated between one and four nights per week, term time only depending upon their educational needs.

Whilst exceptions may be made, usually, the criteria will include the following:-

- Attendance at the school for at least one year prior to assessment for a residential intervention
- Parents/carers and families are committed to working in partnership and actively participate in an agreed plan to improve outcomes for the young person
- That the young person is likely to be over 8 of age and consequently behaviours have not been established for so many years that they are entrenched and likely to be very difficult to change. Judging the time when everything is in place or we have reached the optimum moment to make a difference

- That the young person will not present a risk to others that cannot be acceptable managed due to the social nature of the facility i.e. many spaces will be shared with other young people
- That the placement meets with the full support of the Education Department of the Local Authority

It is important to note that The Glen is an intervention that doesn't replace other systems and other agency work but works to enhance the impact of any support in place.

The Houses

The Glen comprises two single storey, purpose built houses providing accessible accommodation for up to 20 young people. Each house has two separate sides; Elm and Willow in House 1, Ash & Cedar in House 2 each with 5 en-suite bedrooms, a kitchen, utility room, dining room, lounge and quiet rooms. Three bedrooms and en suite shower rooms are fully accessible for young people with mobility needs.

Spaces at The Glen are adaptable with subtle differences to provide a graduated approach to learners depending on where they are in their journey.

Personalisation of bedrooms to suit each young person and mirror what is important to them at home is encouraged. The way the spaces throughout the Glen are designed and used aims to reflect what is possible or aspirational at home.

Young people are encouraged to be involved in all aspects of life at The Glen including the preparation of meals which are eaten in the dining rooms, ideally at shared table spaces but at individual tables if more appropriate. Different arrangements will be made where a young person requires this.

The Curriculum for the Residential Educational Programme

We work collaboratively to bring the curriculum worlds together in a seamless way to make sure the essential "whys" driving our curriculum intent are fully realised and that no learning opportunities are missed. This is supported by the development of four Curriculum Worlds; The Expressive World, The Environmental World, The Physical World and The World Beyond Glenwood.

The curriculum for every young person attending The Glen links directly to the 'World Beyond', 'Environmental World' and the work of the Therapies Hub. When young people have been at school for a long time, seeing them through fresh eyes in a new environment enables us to evaluate and add to priorities as they move towards leaving Glenwood, helping us to find a way of opening up other settings to them.

Our aim and the curriculum we share across the whole school

- Everything a young person presents to us is a key to what their next learning should be;
- Everything a young person presents to us is an important communication about how they feel, what they find enjoyable or distressing or what they would like to happen next;
- At Glenwood we prioritise supporting young people to demonstrate their unique value, so their behaviours allow them access to an ever-widening world of opportunity and experiences;
- We believe that supporting young people to develop positive behaviour that enhances their life is an element of our core purpose;
- Any expectations we form are linked to a positive gain for that young person and must make sense within the bigger picture of their life.

Our Aim for Learners

We place importance on our young people learning there is a point to behaving well and there is a positive gain/benefit for them in a wider context. Our aim is to promote beneficial behaviour not solely within school but beyond. Our investment with the young people is based on 'behaviour for life'.

To be successful our young people will be equipped with the skills to be a successful part of the wider world; both within the Glenwood family and beyond.

We prioritise the development of learner's skills to communicate a feeling, preference or concern; also to be able to manage change or tolerate a situation which is difficult for them;

We strive to make it easier for them to enjoy a fuller life in a world that they can play a full and vibrant role in. Learning alongside their peers, understanding something of what others need and enjoying their company is a big part of this.

Partnership working

We work closely with families so that we have, between us, a shared knowledge and understanding of what a young person enjoys and prefers in addition to important dialogue about how that learner copes in a variety of situations which they may find challenging. In addition to diarised Learning Conversations, Multi-Disciplinary Meetings and Annual Review meetings we have an expectation that teachers will make frequent and regular contact with home so that support and understanding across both settings (and The Glen when there is a residential element to the curriculum). Often when there are multiple settings and providers around one young person reflective conversations are actively sought so that learning is generalised.

We are constantly listening to families and professionals to change our thinking and holistic view of a young person's journey. Learners and families are helping to lead

the way on what is and should be possible from The Glen and how we use our growing knowledge to develop innovative practice across all settings.

The team across the whole of Glenwood Residential Special School works together with parents/carers to ensure there is a comprehensive exchange of information and sharing of practice that evidently improves outcomes in all settings and will attend “team around the young person” meetings when appropriate.

Our multi-agency moderation panel consists of experts in their field (Parent/Carers, Education, Social Care, Health) who offer high level challenge and thinking, adding perspective and enhanced questioning. Further challenge comes from the Residential Strategic Group, linking to the school’s Full Governing Body.

Staff Responsibilities

It is always the adult’s responsibility to make changes to support young people according to what is safest, wisest and most appropriate for each individual. Staff are equipped to fulfil this role because of timely training, the advice of ‘go to’ people for guidance and because of our approach (across Glenwood and The Glen) through Personal Support Strategies for each individual.

Regarding our learners, their respect, trust and engagement is ours to gain. We strive to create an environment in which learners be certain that they receive a response they can trust in.

Adults must know what makes a difference for each learner and seeking the views of others is a clear expectation in a setting where there are ‘many voices’ around each young person. It is the adult’s responsibility to know, understand and be consistent

Any decision making relating to behaviour is always grounded in curricular which means we are always considering a young person’s wider learning and what we are aiming to achieve with them and for their future life. We refer to our ‘Curriculum Whys’ document to remind us of our aspirations for every learner.

The level of challenge we offer any young person must be in line with what they can manage well; this may involve temporarily reducing curricular demands until we can have a graduated approach to reinstating and growing the formative challenge up once more.

Initial strategies are stepping stones towards longer-term support strategies and should be constantly rethought in line with the young person’s learning and priorities in life.

Young People’s views, wishes and feelings

During their stay at The Glen, young people may contact their parents/carers. A private space is available and methods of communication that are specific to each young person will be agreed and made available to meet their individual needs. A plan for communication with parents/carers/family will also be agreed prior to a stay.

At Glenwood adult's work tirelessly to understand the young person, notice how they respond and do our very best to see the world through their eyes. As a staff we never assume that our analysis of their feelings is a literal interpretation.

We aim to gather accurate information from all of the adults that work alongside and support the young person in order to compile a full and detailed picture which is constantly added to as we learn more about them.

Young people are introduced to and taught a range of augmentative and alternative communication methods, to supplement or replace spoken language.

We recognise that the development of communication is linked with all areas of the curriculum and forms a significant part in our analysis of behaviour.

At Glenwood, we establish a baseline communication level for all young people, placing them appropriately within one of the following stages:

- Pre-intentional
- Anticipatory
- Intentional
- Words and ideas
- Joining words and ideas
- Abstract thinking and reasoning

We understand that young people at the first two stages of communication development will require adults within their environment to be perceptive and develop movements, expressions and vocalisations made as a reaction to the environment in to those that can be made to cause a change in the environment.

Our aim is to:

- provide young people with opportunities, knowledge, skills and understanding to enable confident, positive communication
- provide opportunities for young people to communicate thoughts, feelings and ideas in a range of contexts
- provide each learner with the means, personalised to be most purposeful for them, by which he or she will be able to exercise as much control over their environment and experiences as they are able.
- provide young people with the opportunity to make meaningful choices
- promote enthusiasm for communication that is appropriate to each learner's level of development, age and experience
- provide an environment where meaningful communication is encouraged and rewarded
- help young people to maintain a well-regulated emotional state for interacting and learning
- work in partnership with the Speech and Language Therapists, and other professionals as appropriate, to promote the teaching of communication skills
- work in partnership with parents and carers to ensure a shared vision

Personal Support Strategies

Every young person will have a personalised support programme that identifies strategies and provision that should be in place. These are a working document which is frequently updated, shared with parent/carers and will form a section of their annual EHC review. They are the 'Go to' guide for all adults working with the young person.

At Glenwood this positive approach focuses on the changes adults need to make in order to help the young person change their responses to situations they find difficult as outlined in their Personal Support Strategy.

The Personal Support Strategy also includes the reactive strategies that adults should use in order to support the young person at times when they are finding life challenging.

Everything our learners show us is communication – how we interpret it is key

To ensure our philosophy values and practice improves confidence and safety and that we are well organised and underpinned with a robust level of understanding and skills Glenwood adopts The Essex Steps Approach;

The Essex Steps approach is fundamentally supportive graduated response centred on the Therapeutic Management of Behaviour and is aligned to the way in which we support learners and care and protect our staff.

STEP ON is our therapeutic approach to working with behaviour. Essex Steps puts the emphasis on understanding behaviour rather than punishing it. In addition, we seek to explain rather than excuse difficult and dangerous behaviour. We learn how to de-escalate a situation before a crisis happens. Where a crisis does happen, we adopt methods to reduce the risk of harm.

The programme is designed to provide highly reflective understanding and training in the management of behaviour and the prevention of behaviour from escalating. It includes ethical restrictive physical intervention (restraint) training called STEP UP which is seen as a last resort and only as a next step to the STEP ON.

We always reflect on each behaviour our young people show us and what this teaches us about next steps in teaching, curriculum and support so as to constantly ensure we are working towards widening each young person's world and opportunities.

Every effort will be made to maintain, teach and establish routines that can be generalised and helpful in improving co-existence within and beyond the family home. Consequently, if a young person, on entering a programme at The Glen, is attending any after school club successfully e.g. a local Scouts or drama group, we will endeavour to maintain this activity. As a general principle young people will not have regular social/leisure activities during their time at The Glen that realistically would not be part of a normal week at home. Whilst it will be fundamentally important that every young person is happy, time in The Glen should not represent a "holiday" or "treat" as this could make life at home harder by setting up unreasonable

expectations of everyday life. Facilities available at the main school or in the grounds may be used if they could easily be emulated from home, e.g. at a local park.

Care of a young person with specialist health needs

Prior to a stay at The Glen a health care plan will be agreed with parents/carers and health professionals. The residential staff team will be trained and assessed as competent to support a young person with their specific health needs as required as a continuum of the care and support they receive at home and school.

The Residential Staff

Headteacher - Liz Cornish

Deputy Headteacher – Sally Waddingham

Head of Care - Residential – Kate Harvey

Head of Care - Education – Laura Gordon-Rust

Senior Residential Support Workers - Coral Hill, Sadie Hall, Emily Smith

Residential Support Workers – Amy Sutcliffe, Jenni Lyttle, Lauren Bradley, Kelly Pile, Erin Kidney, Georgina Hookings, Lynn Monk

Assistant Residential Support Workers - Jade Bradley, Cara Barclay

HR/Finance Admin Assistant – Across School / The Glen

Staff form part of a core team around each young person at a ratio determined by their personal support strategies. As a minimum, within each house there will be 8 staff members during the day/evening and four overnight in each house. This includes a Senior Residential Support Worker present at all times and the Head of Care/Deputy or member of SLT on call.

The residential team is currently made up of female staff. In the event that a young person requires same gender care this will be discussed and options explored at the point of referral/assessment.

Management

All Senior Staff report to the Head of Care (and in their absence their deputy, the Residential Education Facilitator) who reports to the Glenwood School's Headteacher, Liz Cornish.

Staff Supervision and Appraisals

All staff have regular supervision with their line manager in accordance with national minimum standards as detailed by Ofsted. Further group supervision is through team meetings.

Supervision is a regular one-to-one meeting between the supervisor (e.g. line manager) and member of staff in order to meet organisational, professional and personal objectives. Supervision forms a key part of individual performance management and is undertaken at least once in each half term.

The aims of supervision are;

- To ensure staff know what is expected of them
- To ensure staff contribute to the aims and outcomes of Glenwood Residential Special School by carrying out their duties effectively and efficiently
- To ensure good practice and to challenge and manage any practice that is unacceptable
- To ensure that 'health and well-being at work' issues are addressed
- To assist in the continuous professional development of staff
- To identify any training and support needs
- To ensure that staff promote equality and value diversity in line with the School's Policies and Code of Conduct
- To ensure staff know how to respond to any safeguarding issues. This includes all relevant Glenwood School Policies, local policies and DfE Keeping Children Safe in Education.

The day to day performance of staff is monitored, managed and supported by line managers. The Performance Management Procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications.

Staff Development and Training

An important part of the Induction process is for all staff to learn and embrace Glenwood's values which all training is designed to incorporate.

All staff undertake mandatory training which includes:

- Assisting and Moving People
- Safeguarding/Child Protection
- Basic Life Support and First Aid
- Health and Safety Awareness
- Nutrition and Hydration
- Safe handling and administration of medication (including emergency medication)
- Food Hygiene and Safety
- Personal Care
- Essex Steps training in behaviour management including the use of non-restrictive physical interventions
- Communication: including using a wide range of equipment and resources e.g. Proloquo2Go, PECS, specialist ICT switches and software
- GDPR
- Equality and Diversity
- Any other specialist modules to meet the individual health needs of the young person

All residential staff have enhanced DBS checks. They have a comprehensive induction and training programme which includes time working in school, in addition to training at different points in their development. All staff working in The Glen have or will be working towards completing the Diploma (Level 3) Residential Childcare.

Head of Care's Qualifications

Kate Harvey holds a QCF Level 5 Diploma in Leadership and Management for Residential Childcare.

Health and Safety

The Glen is subject to Essex County Council Health and Safety policies and procedures outlined in a poster displayed in the two main offices. All staff have a responsibility for keeping themselves, their colleagues and the young people in their care as safe as possible.

The usual procedures are followed when accidents and incidents occur; all appropriate paperwork is completed and copied to the relevant parties. There is a Residential Strategy Group reporting to the board of Governors.

Health and Safety is regularly discussed in team meetings and is a standing agenda item in supervisions. There is a risk assessment file which all staff are required to read and staff must keep up to date with any procedural changes. Whenever a new policy or procedure is added, each staff member signs the file to indicate they have read and noted the change. Any significant incidents are dealt with in accordance with Ofsted standards and school policies.

There is a listening monitoring device installed in each bedroom which can be activated to monitor a young person's movement if they have been assessed as requiring this to maintain their safety. Monitoring equipment will only ever be used as part of an agreed support plan, regularly reviewed and with parents/carers consent. Each bedroom can be locked from the inside but this can be over ridden by a key from the corridor. En-suite bathrooms can also be locked if required if to safeguard the young person. Communal toilet facilities are fully accessible at all times.

Parents/carers will be fully informed and consulted on all aspects of health and safety and care and support, before their young person stays overnight.

Care of a young person who is unwell

In the event of a young person becoming unwell during their stay at The Glen, parents/carers will be contacted immediately and arrangements made for their return home where they can continue their recovery in their own familiar surroundings. **The Protection of Children**

Our Safeguarding Culture - *"No Stone Left Unturned"*

These are fundamental beliefs of the school and the practice which we prioritise to ensure vigilance and depth of understanding for learners:

- We observe what learner behaviours tell us; we notice, and are interested in, the slightest change;
- Learners having the right to say “No” and “I don’t like that”; and to be listened to;
- We prioritise seeing things through the learner’s eyes;
- We work on gaining the learner’s cooperation, not compliance, so that they can learn about how best to do things;
- We ensure the learners can develop safe relationships of trust with adults as all will have some level of support throughout their lives;
- For those people with the most complex and physical/sensory needs we do everything we can to make things right for them to learn by paying the greatest attention to their basic needs and rights to be comfortable, protected and cared for. We know nobody will learn if their position is poor or if they are in pain;
- We plan holistically; based on a very detailed knowledge of the learner’s strengths and needs at any point in their journey;
- We listen, we look and we notice what the children tell us in their unique ways;
- We constantly talk to people and reflect;
- We monitor the wellbeing of the family very closely and notice positive changes over time in addition to picking up concerns very quickly. Parents/Carers are completely comfortable with phone-calls home about every type of concern; they respond very well even if a member of staff feels that something is ‘not quite right’ for the learner that day and wants to discuss possible reasons; no stone is left unturned;
- Staff are observant, reflective and completely tuned-in to the different approaches that need to be in place for the individual young people. Staff are intuitive and sensitive and notice changes in the young people in terms of attitude and how they look and behave; there is a clear link with the quality of learning and with learners being well protected and safe.

Working effectively with Other Professionals

- We work to ensure highly effective and productive professional relationships with external partners; in this way information and observations flow freely (but appropriately) in the best interest of each learner. This important ‘join-up’ helps us to be sure we are looking at the complete picture for a young person and that nothing is missed.
- Leaders also work strategically with services such as Social Care and the Police in order to have influence over the systems which support our learners.

Working in Partnership with Families

- Strong relationships with families and detailed knowledge about the challenges they face at any one time helps us see the wider safeguarding picture
- In most cases parents and carers should be informed when concerns have been raised about their child. It is important that parents and carers are given an opportunity to address concerns raised and to know (when this does not

put the child at risk) when a referral to the families Operation Hub has been made.

- Attendance is promoted through *first day follow up* for absences and staff work hard to achieve good attendance through detailed work with families and other agencies on an individual basis. Action is proactive, prompt and in line with what individuals and families need.

Foresight and Attention to Detail

- Safeguarding is pursued with foresight and attention to detail which means that there is a proactive approach throughout, woven through the curriculum and ethos of the school; for learners who cannot communicate concerns or ask for help easily this approach is vital.
- Through early intervention around safeguarding concerns we are very often able to prevent low level concerns escalating to greater risks. We do not shy away from difficult conversations because we have the best interest of the learners at the heart of our work.

Recording our Concerns

- The aim of reporting and recording is to create an accurate account of the concerns about a young person, with a clear chronology and follow-through notes made over time. In this way monitoring ensures that nothing is missed, connections are made and that the right decisions are made around finding solutions and referring on. We use RecordMy, an electronic system.

How we Test Ourselves

- We seek parent/carer views on whether their child is, and feels, safe; we respond promptly to concerns. Conversations are frequent, responding to the slightest anxiety or difference in behaviour, mobility or physical appearance. "Follow through" and monitoring past the initial concern is a clear expectation.
- Our strong partnerships with a wide range of professionals from Health and Social Care leads us to seek feedback from colleagues that know us well, including comments about safeguarding. Governors and leaders analyse and evaluate these returns to seek areas for development.
- The Senior Leadership Team meet weekly to review and analyse both individual cases and note any trends which emerge and need to be addressed through improvements in process, practice or performance.
- We are open to scrutiny from the Local Authority and share practice and ideas with other schools.

If any member of staff is concerned about the wellbeing/protection of any young person they will respond appropriately i.e. “if you have any concerns doing nothing is not an option” and will be duty bound to share any concerns immediately with a senior member of staff who will follow all school and Local Authority Child Protection Guidelines. Supervision of young people will be comprehensive throughout their time and discussed fully with parents/carers before they embark on time at The Glen.

The Designated Safeguarding Lead for The Glen is Kate Harvey.

Missing Children

Glenwood School creates a secure and comfortable environment for all young people. It is extremely rare that a young person becomes so distressed that they wish to leave school or attempt to leave the school. However, where a young person is experiencing extreme difficulties the following principles and policies currently in place in school will help to prevent an incident of absconding or a young person becoming missing.

Principles:

- Staff understand the context of the young person and work to recognise situations of ‘vulnerability’ that may precipitate them going missing.
- The safety of the young person is of prime concern. To this end staff should be actively involved in locating and returning the child.
- Residential staff will liaise with appropriate agencies and the family in locating and returning the child to a safe environment.
- Any ‘absconding’ young person will be supported appropriately after the event.

All staff will adhere to the protocol for dealing with a critical incident should a young person go missing.

Any young person who the school feels are likely to go missing will have their own missing protocol.

Equality and Diversity

Our Accessibility Plan with regard to equality of care for children and young people will ensure that every young person receives equal care and support, irrespective of their gender, ethnic, cultural, linguistic or religious background. When applicable, religious observances, dietary considerations, festivals, etc. are fully catered for, recognised and facilitated.

Complaints

The school's policy is to follow the Local Authority (Essex County Council) guidelines when handling concerns and complaints. It would be unusual to deviate from these procedures but the school always retains discretion in these matters.

The usual process is to speak to a Senior Member of staff. At all times the staff will help to resolve a problem.

Please see our linked policies on the school website

Complaints

Whistleblowing

Child Protection and Safeguarding Culture

Equality & Diversity

Accessibility

Supporting Learners with Medical Needs

Positive Approach to Behaviour Management

Health & Safety

[Glenwood School - Policies](#)