



**LAKESIDE**  
SCHOOL

BOARDING HOUSE

# STATEMENT OF PURPOSE

## 2025-2026

*'Engage & Learn'*

*Our residential vision is to guide all our pupils on their own personal journey of self-improvement and independence*

- *Maximise personal, well-being, cultural and spiritual learning.*
- *Deliver best quality care via an exciting residential experience.*
- *Total Safeguarding well-being & Health & safety.*
- *Maximise enjoyment, pride and ambition for an independent life.*
- *Encourage self-worth, respect, tolerance, honesty and friendship.*

**SCHOOL/ BOARDING HOUSE**

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

The boarding house is situated within the school grounds. There is a football pitch (grass) and Astro pitch that can be used as a five a side pitch or tennis court, hard court play area, garden and access to the main school and Horizons facilities for onsite activities.

The pupil's activity programme not only uses the onsite facilities but takes full advantage of the schools location to access bowling, swimming, cinema, walking etc.

Lakeside school provides weekly residential care for up to 20 young people aged 10- 16. The pupils have a range of social, emotional and mental health needs placements are tailored to their individual needs.

There are two buildings, with one housing the main body of pupils and the second being the independence unit, housing up to three of our year 10/11 pupils to enable them to use their independent living skills.

Pupil's that reside at boarding, have a wide selection of healthy breakfast and evening meal options.

Each pupil have their own bedrooms and are encouraged to personalise with posters, photographs etc. All rooms have storage space for clothing, personal belongings and easy chair with a desk facility. There are adequate toilet, shower and bathing facilities on each floor. Both floors have a sitting room with easy chairs, TV, video, computer access, and games console access. The residents also have access computers, tablets, Nintendo switch and game consoles. The lounges can double up as a dining areas if and when required. Each floor has access to a kitchen facility for making drinks, suppers and individual skills training.

The ethos of the home is that of a caring and nurturing environment, where care is provided to a high standard with a child centred approach.

### **PERSON/S RESPONSIBLE FOR THE SCHOOL**

Dianne Chamberlain (Chair of governors)

Gareth Evans (Head teacher)

Mike Williamson (Deputy Head teacher)

Samantha Parker (Head of Care)

### **SCHOOL/ BOARDING HOUSE STAFF**

Staffing consists of a Head of Care, two Senior Residential Child Care Workers, 2 full time Residential Child Care Workers and two Residential Night Care Workers. The Numeracy Support worker and literacy link, works alongside us within the homes on a weekly basis.

We are also supported with the schools Occupational Therapist focussing on Independent skills.

Staff have achieved or are working towards their Level 5 Diploma in Leadership and management, Level 3 Children and Young People's Workforce, Administering of Medication level 2, First Aid, Food Hygiene and other specified various Vocationally Recognised Qualifications.

There is also a full time social worker at the school.

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

The boarding house has a member of the Governing body responsible for carrying out regular visits for quality assurance. These visits are normally conducted every half term.

There is also an independent visitor who will make unannounced visits. They will speak to parents and residents, to make sure they are happy and nurtured. The independent visitor will also speak to staff and leadership team, and make sure the health and safety of the house is following laws and policies in line with national minimum standards.

*Please Refer to: National Minimum standards for Residential Special Needs Schools*

### **INDUCTION, SUPERVISION, TRAINING AND DEVELOPMENT FOR CARE STAFF**

Each member of staff will follow the Hampshire basic induction package. Having carried out the basic induction, staff will be enrolled on the DIP 3 children and young people's workforce if required.

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

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

Lakeside school believe that the human resources of the school are its greatest asset and that it is important that training is taken seriously so that it impacts positively and directly on child care and education. The school is committed within budgetary constraints, to provide all staff with appropriate

training, development and educational opportunities that will enable them to acquire the skills and knowledge that are needed to provide a high standard of care, education and service to the pupil's as well as for their own development.

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

*Please see: Managing Performance of Staff in Schools Policy*

### **ADMISSIONS PROCEDURE**

Boarding placements are currently available for pupils from year 6- to the end of year 11 depending on each individual needs.

An information pack is available to parents to give an overview of the provision and what is provided.

A referral may be made from education or at parental request. These will all be considered by the Head Teacher/ Head of Care on request. Initially all relevant information will be requested, i.e. specific needs, medical information, diagnosis etc. In reaching a decision as to whether a placement in the boarding provision would be appropriate, the Head Teacher/ Head of Care need to consider whether the needs of the young person could be met in the boarding provision and whether they would be compatible with the current pupil group. On reaching this decision, a pupil may be offered a number of planned taster nights. Parents are able to visit the boarding house with their child. This visit will be to discuss any further information to enable a successful placement. After taster night(s) the pupil may be offered a trial overnight stay. If successful, the pupil may be offered a placement. Receiving a welcome pack, including an induction programme and starter hamper. Each placement is child centred and will be reviewed each half term by the care team and Head Teacher, or as necessary. After a short period of settling in, a key worker will be allocated and transition program will begin.

*Please see: Special Educational Needs Policy*

### **KEY WORKER SYSTEM**

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

Every pupil is supported by the key worker system, each pupil's experience at Lakeside school will be needs driven and child centred.

Ongoing monitoring of each pupil's needs and skills is facilitated by the support plan, keeping safe plan and risk assessments. This is updated termly, or as and when required by key workers, allowing any member of staff to quickly gain an overview of the young person's needs and how those are addressed.

Key workers will have regular contact with parents/carers of the pupil. We also ensure that an independent living skills program is in place for each pupil.

*Please refer to: National Minimum Standards for Residential Special schools*

### **Anti-bullying and internet safety**

The house will nominate pupils to be the anti-bullying and internet safety representative of the house. They will help facilitate with staff presentations and be role models within the house.

Staff will support any bullying concerns in line with the Anti-bullying policy of the school. Residents will be made aware of the house / school procedures in reporting bullying in line with the schools anti bullying policy

Residents are allowed to use mobile phones in the house. Staff will monitor the use of mobile phones, and make sure the residents are accessing age appropriate content.

Residents will also attend internet safety meetings.

*Please see: Anti-Bullying Policy & Social Networking Policy*

### **HEALTH, WELFARE & MEDICAL CARE**

The health and welfare of the pupils are paramount and encompass both physical and mental well-being, as well as ensuring a safe and nurturing environment. We ensure the physical and emotional needs of each individual are being met. In partnership with our onsite professionals and outside agencies. General medical care is facilitated by parents/carers. Minor ailments and the administration of prescribed medication are dealt with by the care/education teams. Medication must be provided in the correct box with pupil name, the name of the medication and dosage on. Staff are unable to dispense medication if this is not correct. In the rare event of a pupil needing to attend a hospital casualty department, parents/carers will be informed.

*Please see: Administration of Medicines Policy & Supporting Pupils with Medical Needs Policy*

## **SMOKING, DRUGS and ALCOHOL AWARENESS**

The Head teacher and staff of Lakeside school acknowledge that their paramount “duty of care” to all pupils’ is to ensure their health, safety and welfare at all times, including drug related matters.

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

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

*Please see: Anti-Smoking policy*

*Please Refer to: Keeping Children Safe in Education Statutory Guidance*

## **EDUCATIONAL ARRANGEMENTS**

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

*Please see: School Prospectus*

## **PARTICIPATION IN RECREATIONAL, SPORTING AND CULTURAL ACTIVITIES**

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

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

Pool	Bowling	Basketball	Arts & crafts
Skiing	Ringos	Dodge ball	Arcade
Snooker	Cinema	Badminton	Cooking
Swimming	Football	Board games	Video nights

Music  
Farley mount  
Bush Craft

Bingo  
Mountain biking  
Rock Up

Archery  
Walking

Moors Valley  
Camping

We also as a school engage in residential trips, including Staycation's where the residents will pick what activities they like to do for a week and use the residential house and its provision as a base. Camping trips to Brean Sands in Somerset, and adventure trips to Wales.

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

If a pupil has a particular interest in an activity we are not currently offering, their key worker will endeavour if possible to organise it, this may be as part of an incentive programme. Or accessing other external agencies like youth clubs, where they can further enhance their social skills with staff support.

The school and pupil's support charitable fund- raising events, such as children in need and anti- bullying week, Autism awareness week and mental Health week.

*Please See: Community Cohesion Policy & Offsite Activities Policy.*

*Please Refer to: National Minimum Standards for Residential Special Schools*

## **CONSULTATION WITH PUPILS**

Pupils daily meetings take place after school focussing on the day to day planning of activities, meals, independent skills and a focused discussion that vary from Anti bullying, knife crime to rewards, house suggestions ensuring the "voice of the child" Children's Act 1989

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

*Please See: Working Together to Safeguard Children Statutory Guidance*

## **SAFEGUARDING**

The Head teacher and staff at Lakeside school fully recognise their responsibility for ensuring the safety and wellbeing of pupil's in their care. As part of the staff induction programme all staff will be made aware of the key provisions of the Children's Act that concern our work and the procedures for reporting concerns for a pupil's safety.

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

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

Any member of staff who has evidence or any concerns whatsoever that a pupil is being put in danger or at risk, either within or outside the school must complete the relevant form and pass to a senior member of staff/ DSL/ Deputy DSL.

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

*Please Refer to: Safeguarding Policy*

## **WHISTLE BLOWING**

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

*Please Refer to: Whistleblowing Policy*

## **ABSCONDING**

The school has a procedure in place for the reporting of pupils who go missing from school premises without permission.

*Please see: Missing From School/Residential Provision Procedure*

## **SURVEILLANCE**

Lakeside school does not operate any CCTV systems within any of the school/ house buildings. There are cameras around the premises for security. There is a member of the care team who is a night carer



(22.30hrs- 08.30hrs). We also have two members of the care team (one a senior) who sleep in each night and a member of the SMT on call as DUTY MANAGER every night.

*Please see: CCTV Policy*

## **HEALTH & SAFETY**

The Head of Care in partnership with Site management and senior leadership, ensure that reasonably practicable, the health, safety and welfare of staff and pupils. We co-operate and co-ordinate with partnerships, contractors, sub-contractors, employers, Hampshire County Council departments and the occupiers and owners of premises and land where we are commissioned to work in order to pursue our Health and Safety Policy aims within our School Health and Safety Policy and procedures.

*Please see Health & Safety Policy & Risk Assessment Policy*

## **FIRE PRECAUTIONS AND EMERGENCY PROCEDURES**

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

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

*Please see: Fire Management Policy*

## **RELIGIOUS INSTRUCTION AND OBSERVATION**

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

The staff team are sensitive to the spiritual needs of the young people and key workers will endeavour to ensure that any needs arising through religious denomination or culture are met (see also, school Prospectus). During house meetings religious tolerance is discussed, and faiths are explored to help the residents understand and respect other people's cultures and beliefs

*Please see: Equality Policy*

*Refer to: Equality Act 2010*

## **CONTACT**

Contact between the pupils and parents/carers/guardians and significant others, is promoted and encouraged. Pupils to have access to the house telephone and the house mobile phone to maintain contact with family.

*Please refer to: National Minimum Standards for Residential Special Schools*

## **COMPLAINTS PROCEDURE FOR PUPIL'S**

See Lakeside school policy.

The boarding house use a Grumbles and Gripes form for low level issues, and a complaints form for higher level issues. Information on the differences between these levels, and how to complete the forms are available around the boarding house, as well as an anonymous locked box for these forms to be collected in.

*Please see: Complaints policy & procedure*

## **COMPLAINTS PROCEDURE FOR PARENTS/ CARERS/ OTHERS**

*Please see: Complaints policy & procedure*

## **BEHAVIOUR MANAGEMENT**

The residential units recognises that our pupils benefit from safe reliable and clear boundaries and targets. We use a points system linked to rewards. Parent/carers are contacted weekly for updates on their child's progress. All staff are trained in physical intervention (PRICE) and able to de-escalate and support any behavioural concerns and keep pupils safe when necessary. This training focuses on understanding behaviour as communication, de-escalation strategies and how to hold pupils for safety when absolutely necessary.

*Please see: Behaviour Management policy & procedure*

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

Signature:  
Gareth Evans (Head teacher)

Signature:  
Dianne Chamberlain (Chair of Governors)

