



**LAKESIDE**  
SCHOOL

BOARDING HOUSE

STATEMENT  
  
OF  
  
PURPOSE

2023-2024

## **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, hard court play area, garden and access to the main school block 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 18 young people aged 11- 15.

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 older young people. The pupils have a range of social, emotional and mental health needs and may have additional needs on top of this.

Pupil's sleep, eat breakfast and evening meal, and spend some of their leisure time in the boarding house. All pupils 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 double up as a dining room. Each floor has access to a small kitchen facility for making drinks, suppers and individual skills training.

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

Dianne Chamberlain (Chair of governors)

Gareth Evans (Head teacher)

Mike Williamson (Deputy Head teacher)

Adam Christie (Head of Care)

## **SCHOOL/ BOARDING HOUSE STAFF**

Adam Christie (Head of Care). NVQ level 3 Health and social care,. Price trainer, PTLLS level 3

Staffing consists of a Head of Care, two Senior Residential Child Care Workers, one full time Residential Child Care Worker, one part time Residential Child Care Worker and two Residential Night Care Workers.

Staff have achieved or are working towards their Level 3 Children and Young People's Workforce and various Vocationally Recognised Qualifications.

Adam Christie is a Price Instructor and has completed his Level 3 PTLLS. He has also completed various Vocationally Recognised Qualification including the Safe Dispensing of Medication and Mental Health Awareness.

Sjoerd Wartena has completed his diploma level 3 in health and social care, and various vocational qualifications.

Adam Standen is working towards his diploma level 3 in Health and Social Care.

Kerri Why has completed her diploma level 3 in health and social care and various vocational qualifications.

Amy Ryder has completed her Level 5 Leadership and Management. She has also completed various Vocationally Recognised Qualifications including the Safe Dispensing of Medication and Mental Health Awareness.

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

The boarding house has a member of the Governing body responsible for carrying out regular visits for quality assurance and there is also an independent visitor. These visits are normally conducted every half term.

## **SUPERVISION**

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.

## **TRAINING AND DEVELOPMENT FOR CARE STAFF**

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.

## **INDUCTION**

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.

### **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 of two nights a week to start. This placement 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. Having a new transition program in place has been very successful for new boarders to help with their settling in period.

### **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) but all staff seek to have a professional relationship with all the pupil's, something that is possible in a small environment.

Supported by the key worker system, each pupil's experience at Lakeside school will be needs driven. 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 and allows any member of staff to quickly gain an overview of the young person's needs and how those are addressed.

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. 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. We are currently using Asdan which will help in all

areas of independence, enabling pupils to take this into their adult life. Once it has been completed, each pupil will gain a certificate of evidence.

### **MEDICAL CARE**

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.

### **SMOKING**

Smoking 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.

### **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.

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.

### **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 (see school Prospectus for further detail).

### **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 and
crafts	Ringos	Dodge ball	Arcade
Snooker	Cinema	Badminton	Cooking
Swimming	Football	Board games	Video nights
Music	Bingo	Archery	Moors Valley
Farley mount	Mountain biking	Walking	Camping

We also as a school engage in residential trips, including 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.

The school and pupil's support charitable fund- raising events, such as children in need and anti- bullying week.  
(Also see school Prospectus).

### **CONSULTATION WITH PUPILS**

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.

### **SAFE GUARDING**

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 (see school 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 (see also school policy).

### **ABSCONDING**

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

### **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.

### **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.

## **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).

## **CONTACT**

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

## **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.

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

See Lakeside school policy.

## **BEHAVIOUR MANAGEMENT**

See also Lakeside school policy.

## **ANTI- DISCRIMINATORY PRACTICES**

See Lakeside school policy.

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



Signature:  
Gareth Evans (Head teacher)

Signature:  
Dianne Chamberlain (Chair of Governors)

September 2023 – July 2024