



Policy/Procedure Name:	School Residential Provision Statement of Purpose (Gloucester House)
Policy/Procedure Number:	SMT 001
Date of Approval:	28 th September 2011
Effective Date:	1st September 2011
Revised Date:	October 2024
Review by Date:	October 2025
Policy/Procedure Author:	Head of Quality
Policy/Procedure Owner:	Principal
Management Committee Approved By:	TLT
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All School and College Staff
For Information to:	All Trust Staff
Approval requested to upload on the Treloar's Website:	Yes <input checked="" type="checkbox"/> (tick if requested)
Date of Policy Equality Impact Assessment:	October 24
Impact Assessment was carried out by:	Lorna Woodcroft

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1. Purpose

- This policy describes the Treloar's vision, mission and values.
- It provides an overview of our key priorities as an organisation
- It outlines our student charter, which has been developed in fully consultation with our students and how our provision is delivered in order to fulfil the charter
- It describes our Residential provision on Gloucester House, its mission statement and how it complements the life of Treloar School
- It illustrates the staffing structure within the School and College in the form of a line management organogram

2. Vision, Mission and Priorities

Vision

'A world where physically disabled young people take control of their lives and achieve their aspirations'

Mission

To enable physically disabled young people to achieve their aspirations by:

- Providing personalised learning, therapy and care
- Supporting transition into adulthood
- Promoting independence and inclusion

Values

- We are inclusive
- We act with integrity and respect
- We strive for excellence



Treloar's Strategic Priorities 2022 - 2027

1. **Further our excellence** as a school and college for physically disabled young people
 - Meet student needs by continually developing our education and life skills programmes
 - Support students to successfully move on from school and college
 - Develop our non-term time offer alongside our term-time provision
 - Widen access for students from underrepresented backgrounds and communities

2. **Maintain our specialism** in supporting children and young people with higher levels of need in education
 - Continue to foster our excellence in healthcare, residential care and therapy
 - Pioneer the practical application of assistive technology to further develop the independence and potential of disabled people
 - Develop and demonstrate innovation


3. **Contribute on a wider scale** to the education and support of physically disabled young people
 - Work in partnership with local authorities and other education, health and social care providers to support SEND and care objectives across the system
 - Amplify the voice of disabled children, young people, parents, carers and families to support change in society







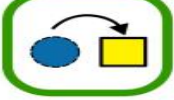

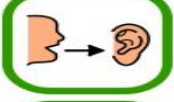



Treloar School and College Strategic Objectives for 2022 – 27 (which feed into the Treloar’s Strategic Objectives)

1. To deliver education that enables students to achieve the best possible outcomes
2. To ensure that the School and College are able to provide outstanding teaching, therapy, healthcare, training and support to young people with complex needs
3. To produce an effective and sustainable model of support for young people in the years after they leave the School and College
4. To ensure that student recruitment delivers a sustainable future for the School and College. To ensure that all potential beneficiaries of the provision at Treloar’s are made aware of the offer and are given the support they need to give them the best chance of accessing it
5. To create a workplace that is enjoyable and stimulating and where staff feel valued. To attract, retain and develop sufficient high quality staff to meet the demands, needs and ambitions of our students
6. To encourage innovation and evidence-based best practice across all of our provision to become a nationally recognised centre of excellence

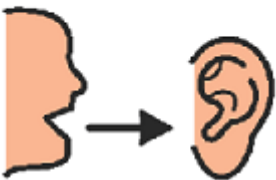

3. School Student Charter

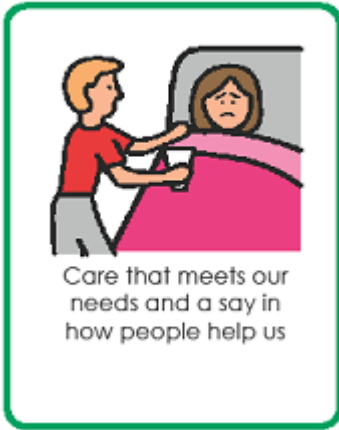
TRELOAR'S SCHOOL STUDENT CHARTER
 We know we have the right:



	to have good relationships with others, be treated well and not hurt by others		to have fair rules that everyone sticks to
	to make our own choices with the right information and support		to learn and be treated in a way that works for us individually
	to have care that meets our needs		to be involved in decisions relating to school life
	to have help to plan for our futures, education and life		to have our achievements identified and celebrated in a way that us and our families recognise
	to communicate in our own way and for people to hear what we say		to be safe, comfortable and happy and have equipment that helps us to be as independent as possible
	to be respected for who we are as individuals		to be able to make friends and socialise with them

4. This is how we deliver our Student Charter

 <p>Be listened to and have a way to communicate</p>	<p>All students have support and input from the Speech and Language Therapists to ensure that they have a communication method suitable to their requirements.</p> <p>Staff receive comprehensive training on the range of communication methods and needs of our students.</p> <p>The students have half termly meetings with their Team Leaders on Gloucester House where they are able to discuss any concerns, their choices for activities and receive information regarding fire procedures, safeguarding, new systems in the house and staff.</p>
 <p>Be involved in all aspects of School and College life and to help make decisions</p>	<p>There is a dining room comments book for the students to enable them to give feedback regarding the food provided and/or the service.</p> <p>All students have complaint/comments cards which are available in a symbolised version if required; these can be filled in anonymously and posted into the complaints card box. All complaints are dealt with by the Head of Safeguarding.</p> <p>We actively promote a range of staff; students can go to if they have any concerns or questions.</p> <p>Students can also talk to our independent visitors and our independent person.</p>
	<p>There are half termly meetings of the Student Council where students can participate to ensure that their views are listened to.</p> <p>We have School Student Leaders who are elected by the rest of the school student population who meet regularly with the School Management team.</p> <p>All students have a small team of staff around them for their care delivery. They each have a named Residential Team Leader and allocated staff. The staff are trained and experienced; their skills are student centred to meet complex health needs, holding relevant qualifications in health and social care.</p> <p>On Gloucester House we offer students the opportunity to stay on a term time basis up to five nights per week (Sunday to Thursday night), or to join us as a day student. We also offer</p>

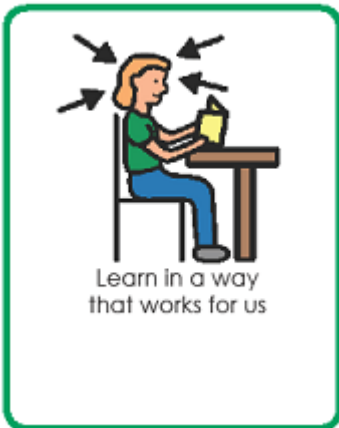


regular short break weekends, every other weekend.

We have well-appointed and accessible residential accommodation available. Gloucester House, has both a playground and a sensory garden. The rooms are organised into wings, each with its own sitting room to encourage socialisation and maintain a smaller social grouping. College students are accommodated on other houses depending on their care needs and their residential package. We welcome students from the local area who attend on a daily basis. Students usually arrive on transport provided by the local authority or with families/care staff.

Secondary School Day students, once on campus they will join the life of the School as if they were residential with full access to all of the facilities. Many day students are able to take the opportunity to stay on campus either mid-week or over a weekend in their assigned residential house as respite/short breaks.

The students are involved in setting up their Young Persons Plan (care plan) and have regular reviews with their Team Leader. The Team Leaders work closely with the family as part of the transition from home, to ensure that all needs are met in line with the student's preferences. Students have Keyworkers who support them with day to day living, gaining independence and completing their IEP targets, linked to their EHCP outcomes.

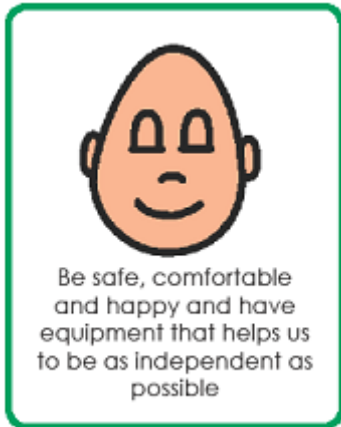


Technology can address many of the challenges our students face. We are committed to ensuring every student will have access to appropriate technology to enhance and support their education and independence.

Our Technology Hub work together with our Education, Residential and Clinical teams to improve the quality of each student's life through effective use of technology. The resources include a wide variety of interactive learning resources including student allocated iPads, as appropriate. These enable students of all ages and abilities to more fully participate in education, learning and leisure.

All students have a technology assessment when they start at Treloar's. The Assistive Technology team devises, sources, adapts or manufactures solutions to improve independence and help students engage in their education. Examples of this include eye gaze technology to control a computer, 3D printed glue stick holders for more independent art work and mounting switches for accurate wheelchair driving.

	<p>We have WiFi across the whole of campus, including the Residential houses, allowing students to use their own devices to keep in contact with home and their friends.</p>
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Each student has a named multi-disciplinary team (MDT) based onsite who work with them to understand them personally, support them and enable their education and daily life. The team meet weekly to update their student's achievements toward their targets and review goals for the future.

The MDT process is co-ordinated by the Student Progress Coordinator (SPC) and focusses on the student's aim of placement, linked to their EHCP outcomes. Each MDT will consist of: SPC ; Form Tutor; Lead Student Support Assistants; Residential Team Leader; Physiotherapist; Occupational Therapist; and Speech and Language Therapist, House based Nurse and Dietician. Other specialist staff will be called on if required.

We provide an excellent health care service to students throughout term time across the academic year. Qualified nursing care is available 24-hours a day, 7 days a week.

Physiotherapy provide a 24 hour on call system to support students' respiratory needs

Gloucester House has a team of house-based nurses. Each student has a named Nurse who is part of the students wider MDT.

Contracted GPs from Farnham Dene GP Surgery run onsite surgeries on four weekday mornings for those registered with their surgery.

Many students have complex nutritional needs, requiring specialist dietetic care. Our dietitians work closely as part of a student's multidisciplinary team, liaising closely with our catering department in planning student menus as well as with our nurses and medical officers to ensure that a student's nutritional needs are met.

We believe that emotional health is just as important as physical health and academic achievement. Trained staff are available to support students through counselling, psychotherapy, play therapy or music therapy.

	<p>Treloar's employs large teams of therapists who work onsite to meet the needs of our students. They are both proactive and reactive in the work that they do. Being based on site means that therapy is integrated throughout the student's day, supporting and enhancing their learning both in class and during break times, care and on the residential house.</p> <p>Occupational Therapy: All students are assessed when they arrive and are assigned a named therapist. The OT team offers a holistic approach which aims to meet the child's' ongoing health and physical development needs. We recognise the individual requirements of all children and offer individualised OT programmes. Intervention includes assessment of appropriate equipment and strategies to help in the management and development of personal care , educational access, sensory skills, fine motor skills, mobility and independent living skills including community access.</p> <p>Physiotherapy: Every student has a named physiotherapist who creates bespoke treatment, postural management and mobility programmes. These then form the basis for treatment and are, where possible and appropriate, integrated into all areas of School life.</p> <p>Speech and Language Therapy: Therapists work with students who have difficulties with their communication skills to help to optimise their ability to access education, build social relationships and develop independence skills. They also play a key role in ensuring that a student's eating, drinking and nutritional needs are safely met.</p> <p>In addition, we offer support for students who have visual or auditory difficulties through specialist advisors in these fields.</p>
	<p>The celebration of student success and progress takes place all of the time across the School and is embedded into everyday activities.</p> <p>Students have merit books where merits can be collected both in school and in the residential house. Merit certificates are given out at the end of</p>



term in assemblies

During house activities, awards are given weekly for progress made and interacting in activities.

There is a weekly award for both the residential and day students that is presented and celebrated each week in assembly

Older students attend their MDT meetings where progress against their targets are regularly reviewed and celebrated

Students are actively involved in their annual student review – included submitting a student contribution of their choice

Student WOW moments are recorded within their incidental learning log on Databridge

Students take part actively in sports, either through their curriculum or in social clubs, and many excel in their chosen sport including Boccia, athletics, and swimming. Various Treloar's teams compete each year in both regional and national level championships, winning a healthy complement of medals. Taking part in sport is not just about winning medals but rather ensuring that all students are able to participate, stay active and enjoy competing.

The range of activities open to students through the week and during the afternoons and evenings includes, dungeons and dragons, kayaking, iPad Club, Arts & Crafts, Discos etc. Older students are also able to take part in the Duke of Edinburgh's Award scheme. Each activity is supported by trained staff and activities are reviewed on a regular basis.

Make our own choices,
with appropriate
information and
support

All students are fully supported by their MDT and other staff who work with them to be actively involved in making informed choices about their lives.

Our focus is always on preparing students for Life after Treloar's and giving them the skills and confidence to achieve their full potential. This includes their rights, responsibilities, self-advocacy skills and making choices.

Be respected for
who we are

Treloar's is committed to both the elimination of unlawful discrimination and the positive advancement and celebration of equality, diversity and inclusion.

We will not tolerate unfair or unlawful treatment on the grounds of disability, gender, transgender, marital status, race, colour, ethnic origin, socio-economic background, sexual orientation, age, nationality, trade union membership and activity, philosophical, political or religious beliefs or unbelief, and pregnancy/ maternity.

Fair treatment and
fair rules that
everyone sticks to

We will continue to work towards an environment where mutual cooperation, respect, dignity and trust are fostered

All staff ensure that fair treatment is given to every student.

There are school rules that all students are made aware of from admission and reminded of when necessary.

Students are involved developing and regularly reviewing the student charter.

5. Gloucester House Mission Statement

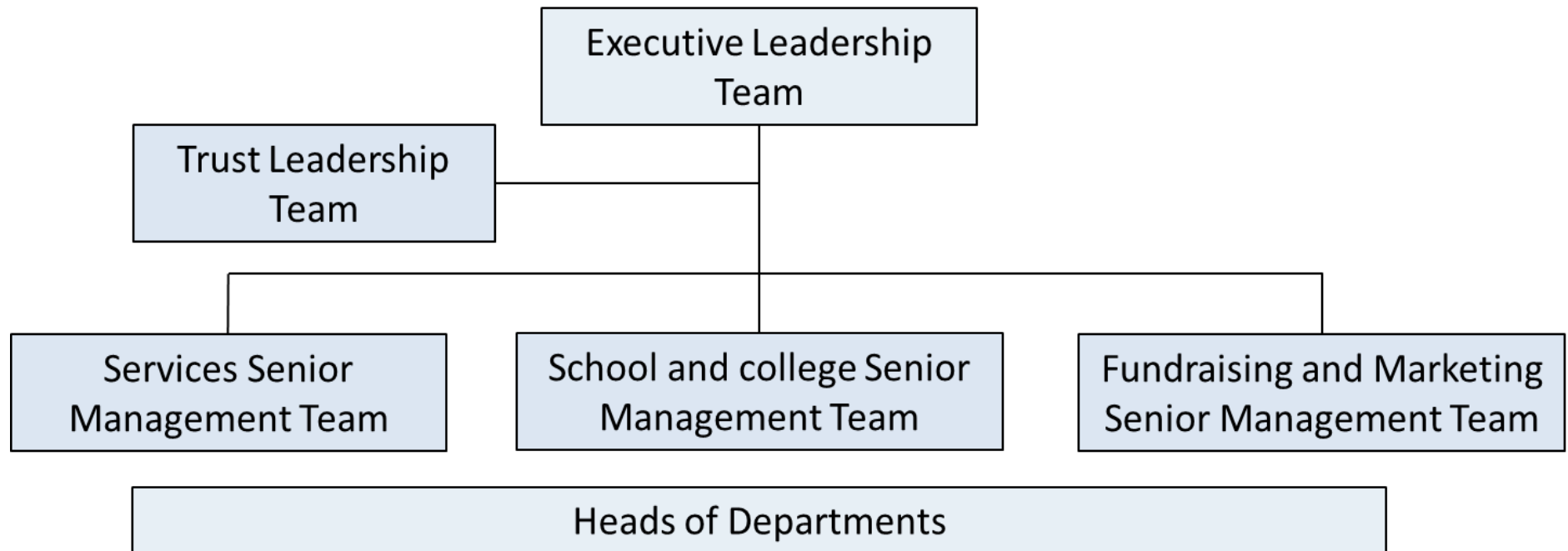
Gloucester House has a warm and friendly environment where the aim is to introduce residential living to young people to enable them to access education alongside therapies.

The staff team work closely with parents to ensure that the transition from home to boarding, is smooth and effective. We aim to provide an environment where young people can develop socially and emotionally, enjoying interaction and inclusion regardless of their ability.

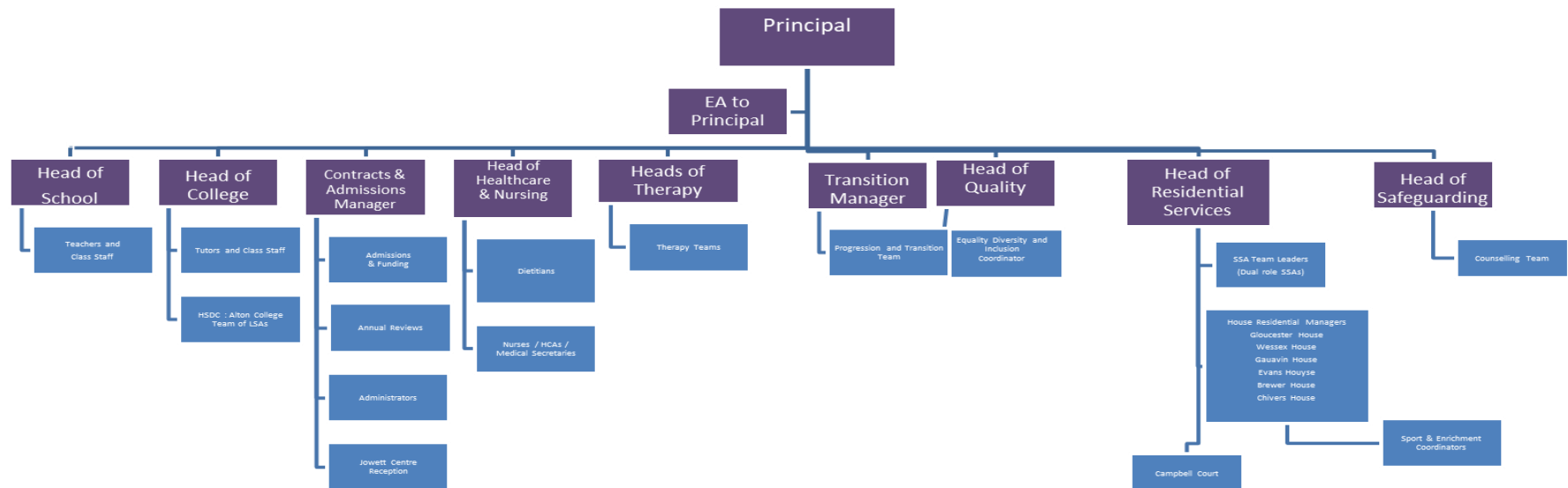
The young people are given the opportunity to engage and participate in a range of social activities during the evenings and alternate weekends enabling them to socialise and have fun together.

Our trained, experienced staff give our students the support and opportunities to make progress in learning to develop independence skills in preparation for their future. This is the beginning of the learning journey, providing them with the life skills that they need to live as independently as possible in the future.

6. Treloar's Management Structure



7. Staff Structure of School and College



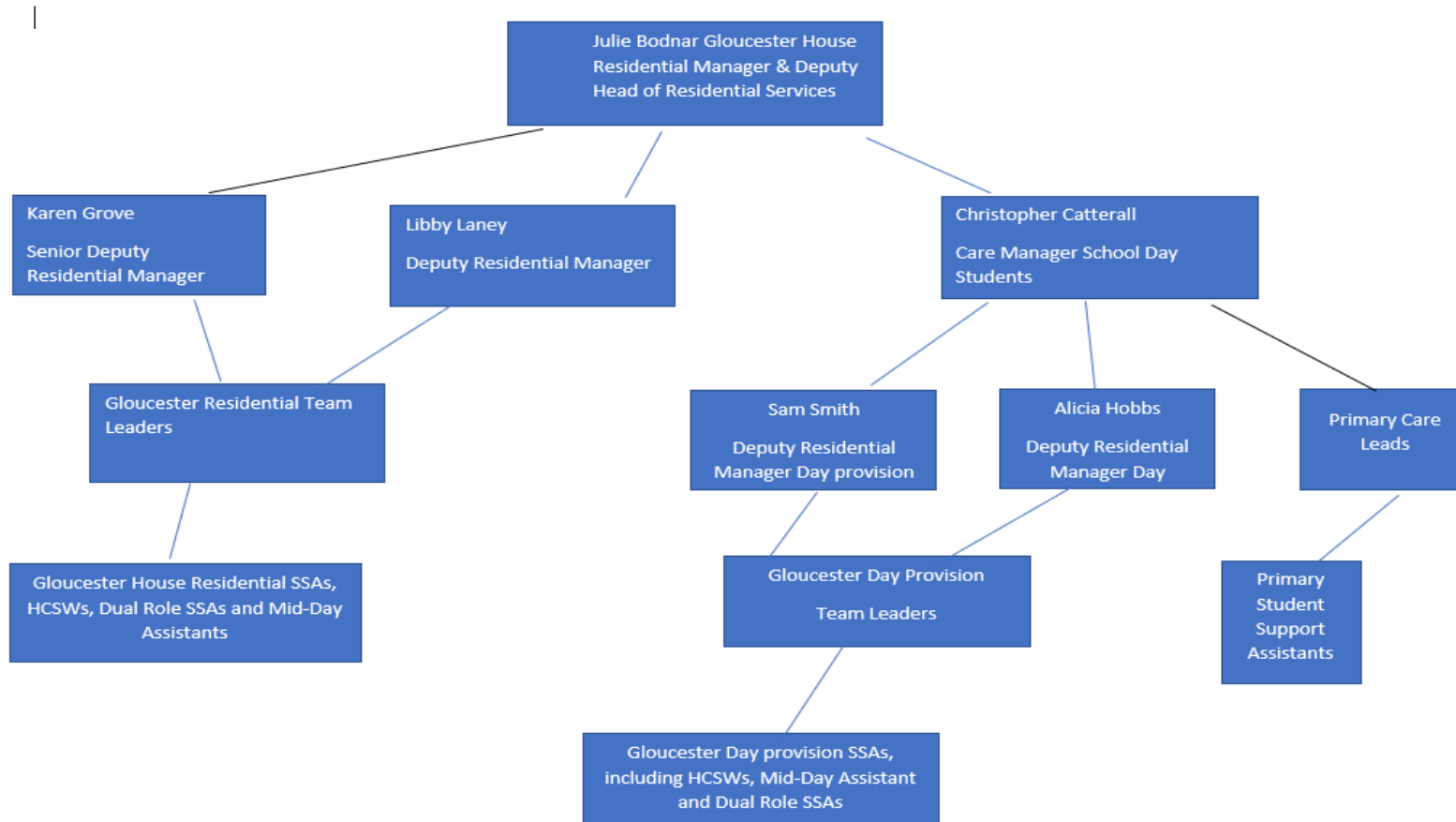
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Review by Date: October 2025

8. Gloucester House Staffing Structure



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Policy/Procedure Communication and Implementation Action Plan

	Action	Responsibility
1	Ensure that all managers, staff and volunteers of Treloar's have access to the Policy.	TLT/SMT
2	Ensure that existing managers, staff and volunteers are made aware of the policy, and are briefed on and understand it, and know where to access a copy.	All Managers
3	Ensure that all new managers, staff and volunteers are made aware of the policy, and are briefed on and understand it, and know where to access a copy.	Training Manager
4	Ensure that all managers, employees and volunteers of Treloar's have access to the related plans as appropriate.	All Managers

Links to other related policies and procedures:

Not Applicable

Further sources of information:

- Treloar Strategic Plan

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision		Statement of Purpose – School Residential Provision (Gloucester House)					
Name of Assessor / Author /Lead		Lorna Woodcroft					
Start Date		22/10/24					
This EIA is being undertaken because it is:		<ul style="list-style-type: none"> A result of a policy revision 					
Screening							
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N		
Is it a major policy with a significant effect on how our core business is delivered?					N		
Does it involve a significant commitment of resources?					N		
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N		
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions, please contact EDI Co-ordinator or Head of Quality for further support.							
Has the screening identified the policy as having relevance to the any of the following groups?							
Age	N	Disability	N	Sexual Orientation	N		
Race	N	Sex/Gender	N	Religion or Belief	N		
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N		
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Date of Screening				22/10/24			
Approval by EDI				Lorna Woodcroft			
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>