



Cotswold Chine School

A School and Registered Care Home for Children and Young People with Complex Needs



Statement of Purpose

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Registered Charity No. 1103955 • Company No. 5114710 • DfE 916/6040
• School Ofsted URN: 115802 • Home Ofsted URN SCO30367

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Statement of Purpose

About Cotswold Chine School

Cotswold Chine School was founded in 1954 as an independent, charitable school for children with complex learning needs and associated social, emotional and behavioural difficulties. It is currently registered for up to 60 boys and girls between the ages of 7 and 19 years. The School is also registered under the Care Standards Act 2000 as a children's home to provide care and residential accommodation for up to a maximum of 42 children and young people for 39 week through to 52 week placements.

The School's ethos and approach

The School's main ambition is to do everything possible to ensure that all children and young people are able to thrive and fulfil their full potential in life. It seeks to achieve this by creating a caring and nurturing environment in which each child and young person is treated as an unique individual with their own interests, talents, needs and aspirations. The School's holistic and individualised approach to care and education is designed to meet the changing needs of children and young people as they learn and develop and to help them acquire the skills that they need to lead a happy and fulfilled life.

The School's approach - known as the Novalis Model – is based on many years of experience and draws on practice and research by contemporary leading practitioners and academics in trauma theory, attachment focused therapies and sensory integration. In summary, the model emphasises the importance of a **trauma informed, relationship based, attachment focused** and **evidence supported** approach which promotes the creation of a low arousal **therapeutic school and childrens home** in which all children and young people are able to form **safe and secure attachments** through the establishment of **positive relationships** with staff members and their peers. Above all else, the School's guiding principle is that everything that it does, and every decision that is taken, should be driven by what is in the best long-term interests of each child and young person

Central to the School's philosophy is the belief that establishing a sense of safety is vital to ensuring that young people are able to make progress in their lives. With that in mind, the School adopts an approach which has been designed specifically to help children and young people who have experienced childhood adversity and trauma to feel physically, psychologically, socially and morally safe. This is achieved in four main ways. Firstly, physical safety is prioritised by carefully designing the School's physical environment to provide comfortable, homely surroundings and a calming atmosphere. Secondly, children and young people are helped to feel psychologically safe through working with the School's highly trained team of therapists. Thirdly, each young person's sense of 'social safety' is enhanced by encouraging positive relationships with key adult attachment figures and through positive role modelling by all members of staff. Finally, 'moral safety' is cultivated through the promotion of a positive outlook and sensitive values, including a commitment to non-violence, open communication and social responsibility.

Cotswold Chine School

Trauma Informed
Attachment Focused
Relationship Based
Evidence Supported
Therapeutic School & Children's Home



The needs of the young people at the School

Cotswold Chine School is especially skilled and experienced in providing care, education and clinical therapy for children and young people with a range of complex learning difficulties and associated emotional, behavioural, social and psychological needs. The majority of the young people who attend the School have been exposed to multiple traumatic events impacting on their immediate and long-term outcomes. This is often described as developmental trauma.

Most of the children and young people placed at the School by local authorities have either a Statement of Special Educational Needs or an Education Health and Care Plan, which is implemented in partnership with the placing authority using the full facilities of the School. The School has expertise in supporting and caring for young people who have experienced multiple placements with other providers including foster care, mainstream school and other specialist provisions.

The following categories of need have been present in current and past young people and have resulted in successful outcomes:

- mild learning difficulties;
- moderate and severe learning difficulties;
- sensory integration difficulties (treated through the environment and using a specialist sensory integration studio based at the School's Support & Therapy Centre);
- emotional, social, behavioural difficulties including developmental trauma;
- relationship and attachment disorders;
- hypervigilance and chronic hyper arousal often following early childhood trauma and adversity;
- young people who would benefit from a specialist therapeutic and safe environment, including specialist relationship therapeutic support;
- challenges resulting from neurodevelopmental difficulties (autistic spectrum disorders, sensory integration difficulties, Pathological Demand Avoidance Disorder, Attention Deficit Hyperactivity Disorder, Tourette's Syndrome, dyslexia, dyspraxia, Oppositional Defiance Disorder and Foetal Alcohol Syndrome);

- epilepsy, Prader-Willi Syndrome, speech and language difficulties, Global Developmental Delay, Obsessive Compulsive Disorder, School Phobia; and
- difficulties that can be managed by a community psychiatrist including depression, anxiety, emotional and mental distress.

At present, the School's facilities for those with substantial physical disabilities are limited but the School will do all that is reasonable in order to accommodate the needs of young people who have physical disabilities for which the School can cater adequately.

The outcomes the School seeks to achieve

The outcomes that the School seeks to achieve for each young person are to:

- empower them to discover their individual talents and potential and how these can be used creatively;
- facilitate and encourage them to attain accreditation for their learning, for example by obtaining Unit Awards, Entry Level Certificates, BTECs, Certificate of Personal Effectiveness (COPE), GCSEs, Duke of Edinburgh Award, vocational qualifications, AS and A levels;
- prepare them for adulthood and/or further education and/or an independent life as far as their individual potential allows;
- support them to overcome any educational, psychological or social barriers to learning; and
- assist them to address their difficulties and support them to return to their family or foster carers, and/or to reintegrate into mainstream education.

The School seeks to achieve these outcomes by:

- providing a nurturing, safe and caring environment, both in the class groups and in each home, where the physical, psychological and emotional needs of each young person are met;
- delivering high standards of education, care, therapy and clinical services, according to each young person's individual needs;
- offering opportunities for each young person to develop their confidence and self-esteem;
- empowering and enabling young people to be able to make a positive contribution to the School and, where possible, the local community;
- supporting young people who have difficulties which can lead to challenging / dysregulated behaviour, through the promotion of the least restrictive practices and the encouragement of self-soothing and relaxation techniques;
- improving young people's ability to form socially safe relationships; and
- extending young people's practical and social skills.

There is a strong focus on enabling young people to acquire skills to prepare them for leaving care. With that in mind, guidance and support is provided in cooking, laundry, shopping, gardening and other household tasks.

Accommodation offered

The School has seven houses in countryside locations, all built in Cotswold Stone, providing comfortable and homely accommodation. Three of the houses are located on the main school site, but separate from the School classrooms. The other four houses are large detached houses with their own grounds, each of which is approximately one mile away from the School.

Each house accommodates 3-8 children which enables a safe, nurturing family atmosphere to be created and sustained through the individual staff/child relationships and the routines in each house. The allocation of children to houses is based on each child's individual needs and their shared interests

with peers in the group. Three of the houses are specifically designed to offer more mature young people an opportunity to live semi-independently with other young people aged 16 and above within a smaller home. The other houses include a mix of ages from 7 to 19.

Children and young people at the School all have their own bedroom; no bedrooms are shared. Each child's bedroom has study facilities and storage including a lockable space. Young people who wish to have one and who are assessed as competent and safe may have a key to their bedroom door.

There are adequate bathrooms and toilets in each house. Each house has a large, fully equipped kitchen, dining room, laundry and utility room; there is also a lounge area, which is used for house meetings attended by the children and young people in the home. The lounge is also used for indoor recreation, watching television, playing on the computer games console and general relaxation. Some houses have additional recreational hobby space.

Each house has its own landscaped garden which can be used for leisure activities. All houses benefit from an IT suite where young people can access email, attend to homework and use the internet safely through the school's firewall filtering system. All young people are timetabled to attend the School's IT and internet safety course run jointly by members of the School's IT team, teaching team, and safeguarding officers.

The School's location

The School is located in the Cotswolds on a large area of open grassland called Minchinhampton Common, which is between Nailsworth and Stroud. Gloucester, Bath and Bristol are the closest cities. It takes about 40 minutes to travel by train from Stroud to Birmingham and 1½ hours to London.

Cultural, recreational, social and sporting activities

All children and young people are encouraged to join in activities within the local community as well as developing their interests and hobbies in the houses. The House Managers for each home liaise with young people and their key workers to ensure that their activity plans meet their individual needs. Children and young people are encouraged to try new activities relating to culture, sports, music, arts, crafts and social and educational topics. In addition to individual activity plans the School provides regular festivals, plays, musical events and Support Centre Fun Days, along with interactive education and problem solving computer games. Outdoor activities are also arranged including walking, horse riding, cycling, swimming, ice skating, snowboarding, skiing, football, and tenpin bowling.

Each house has two youth support workers as part of the team. The youth support workers will get to know each child and young person and what activities they enjoy doing. They work with the key workers and House Managers in order to find creative and enjoyable ways to achieve the goals and objectives in each child's and young person's Education Health and Care Plan. The youth support workers also help to run after school clubs and activities as well as helping children and young people to access any activities that may be going on in the local community.

Further information is contained in the Children and Young People's Guide and Off-site Activities and Holidays Policy, both of which are available on request.

Supporting cultural, linguistic and religious needs

Religious instruction and observance is provided for children within the School and the houses, if required and wherever practicable. This includes enabling children to maintain religious and cultural practices according to their expressed wishes (e.g. dietary requirements, attendance at services or carrying out of rituals) as far as is reasonably possible and within the expertise or experience of staff. The School has, and seeks to develop further, links with a variety of faith communities in the local area. Ministers and spiritual advisors may be invited into the School for teaching or discussion with children,

and children are encouraged to attend services outside the School if they wish.

The School's religious ethos is based on Christian traditions in accordance with the late Dr Steiner's ideas. However, the School does not promote specific religious beliefs and practices, and it observes many festivals and celebrations taken from various faiths and cultures. Children and young people with any religious or philosophical belief systems or none are welcome at the School. Diversity and difference are celebrated in the School.

All the children and young people learn about different religions, cultures, ethnicities and races as part of the National Curriculum in the School and diversity is also promoted by care staff working in the houses. Parents with any concerns regarding their child taking part in religious studies sessions as part of the school curriculum are invited to contact the Head Teacher for further discussion.

Currently all the young people at the School have English as their first language. However, the School would seek, though discussion with the relevant placing authority, to accommodate the needs of children for whom English is an additional language to ensure that the appropriate support is in place.

Contact with family and friends

The School encourages young people to maintain and develop healthy and supportive relationships with their parents, carers, relatives and friends, subject to any restrictions required by the placing local authority, those with parental responsibility for the child and any court orders. Contact details, including any restrictions, are detailed in each young person's Placement Plan and are reviewed from time to time as family situations may change. Any requests for days out of school during term-time (e.g. to attend a family event or holiday) must be submitted to the Head Teacher for consideration on an individual basis.

Emails, letters and postcards for young people can be sent to the School, and staff will encourage and assist young people, as necessary, in replying. Young people are provided with a computer tablet to assist them to stay in contact, and there are also computer IT suites in all house and class groups. When young people are not in School they may telephone their family or friends at any reasonable time.

Visits to young people at School and home visits by young people can be arranged through the young person's social worker and/or via the relevant House Manager. There are private and comfortable meeting rooms at the School where visits from parents, relatives or friends can take place. The School also has its own café (The Halfway Café) where young people can be supported to meet their visitors in a comfortable setting. The café is open to the public so all visits are individually risk assessed. The School provides complimentary refreshments during visits including a range of refreshments in The Halfway Café.

Where supervised visits are necessary, the placing authority remains responsible for identifying an appropriate external supervisor to support these visits. The School feels that, where supervision is a requirement, this is most successful when an external supervisor is available in order to avoid conflict between parents, the young person and the supervising staff member. Where a young person requires additional support during a visit which is not a supervised visit, this may be provided by the School on an individual basis.

For those young people who do not have a parent, relative, friend or an appropriate adult with whom s/he can maintain regular contact, the School will help locate and appoint an independent visitor whom the young person may telephone, write to and have visit him/her at the School.

The School requires all visitors to make pre-planned arrangements through the School Office. All visitors are recorded in the School diary and, in the case of visitors to any of the houses, in the house visitor's book. On arrival, all visitors must report to reception and be given an individually prepared visitor's badge. In the event of unauthorised and unexpected visitors arriving, the Head/Deputy Head

Teacher and/or Duty Manager are contacted for advice before any unplanned visit is permitted or refused.

Consultation with young people about the quality of their care

All young people are encouraged to contribute their views and opinions at every stage during their placement. Young people have regular access to all managers and senior managers throughout the organisation. The School timetables for at least one member of the senior management team to be available Monday to Friday to meet young people in the Halfway Café for "Time-In" consultation meetings.

The School also expects parents, carers and placing authorities to accept the School's ethos and principles before agreeing to a placement and to contribute to the placement by visiting the School whenever possible and by communicating their views and opinions about the care, education and therapy provided.

Additional methods of consulting children and young people about the quality of care include the following:

Community Meetings: all class groups hold a Community Meeting twice daily. A Community Meeting provides each young person with an opportunity to express how they are feeling and to set goals for the immediate future. Where a young person has concerns of a private or personal nature they are offered an opportunity to talk to their class teacher(s) or a member of care staff in private, who will follow up any concerns as appropriate.

Unannounced Visits: A senior manager makes unannounced visits to each house on a regular basis; an unannounced visit to any holiday accommodation is undertaken once during the week the young people are away. The main function of the unannounced visit is for the Senior Manager to make themselves available to young people to seek their views, and to check standards are being maintained. The children are aware that they can approach the unannounced visitor at any time to discuss anything of concern.

Class Group Consultation: Each class group within the school begins the morning with a set time slot allocated for young person consultation. This is repeated at the beginning of each afternoon. The young people are encouraged to raise any concerns they may have.

Independent Visitor: The School arranges for an independent person to visit the School at least once every month, usually unannounced. The purpose of each visit is to establish whether the young people accommodated at the School are effectively safeguarded and whether the conduct of the School promotes their wellbeing. After each visit the independent person provides a written report about her visit to Ofsted, the placing authorities and to relevant staff members. The independent person meets with staff and children, who may see her privately if they wish to do so.

House meetings: Each house holds their own group meetings on a fortnightly basis. The purpose of these meetings is to seek each young person's views and wishes about the home, including the home environment, activities, meals and any other issues or concerns. Where appropriate, requests and feedback from these meetings are followed up by the House Managers and also considered at the senior manager quality review meetings.

School and Care Council meetings: Each term nominated representatives from each house and class group meet to discuss ideas for change and development across the School. The representatives share their ideas from their classes and homes about any issues they have and ideas for change.

Children and young people surveys: Each child and young person is periodically asked for their

views on various aspects of the care and support they receive. Feedback and data from these surveys are used to highlight and act upon individual requests and to identify any potential areas for improving the quality of care.

Anti-discriminatory practice and young people's rights

The School actively promotes equality of opportunity and aims to eliminate all forms of unlawful discrimination. In the working environment and in the care and education of the young people, every effort is made to maintain awareness of discrimination and to avoid discrimination - whether conscious or inadvertent, direct or indirect - by all members of the School community including the Trustees, teaching staff, care management staff and all other staff and young people.

Safeguarding - child protection and the protection of vulnerable adults

The School's Safeguarding Policy and Procedure enables all staff to carry out their responsibilities to safeguard children, young people and adults at the School from maltreatment including any form of abuse or neglect, and sets out the procedure to be followed in the event of any allegation or disclosure of maltreatment. The School's Safeguarding Policy is published on the School's website.

The School has an appointed Designated Safeguarding Lead who is responsible for the management of any safeguarding issues that arise within the care setting and a separate Designated Safeguarding Lead who is responsible for any safeguarding issues that arise within the education setting. The relevant Designated Safeguarding Leads are responsible for liaising with various local safeguarding professionals and are able to stay informed of local and national safeguarding developments. They work with the School's senior management team to ensure that such developments are embedded within the School's processes in order to ensure that all staff, especially those working directly with young people, follow best practice at all times.

The School's safeguarding policy and procedures have been drawn up taking account of the content and recommendations of the following documents:

- The procedures published by the Gloucestershire Safeguarding Children Board (GSCB);
- The Children's Homes Regulations 2015 and in particular Regulation 12 ('the protection of children standard');
- The Quality Standards applicable to children's homes published by the Department for Education in April 2015;
- The guidance published by the Department for Education in September 2016 called '*Keeping Children Safe in Education*';
- The guidance published by the Department for Education in April 2015 called '*Working Together to Safeguard Children*'; and
- The Gloucestershire Safeguarding Adults Board (GSAB), in relation to adults who are 18 and over.

Preventing & countering bullying

The School strives to maintain and drive a positive and supportive culture among all young people and staff throughout the School. The School aims to deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions and, in severe cases, by expulsion in accordance with the School's disciplinary procedures. Further details are set out in the School's Anti-Bullying Policy, which is available on request. Countering bullying is a regular workshop topic run by senior staff when meeting young people and staff in small "time in" type discussion groups.

Admissions process and criteria

The School's admissions process is set out in the School's Admissions Procedure, which is available on request. A local authority/parent wishing to refer a child is required to complete an Admissions Form. The information provided for a new young person is considered by the School's Complex Needs and Admissions Panel, which meets at least twice weekly. Representatives from the education, care clinical therapy and senior management attend the admissions meeting to consider new referrals and decide if the School is able to meet the needs of the young person. The meetings are chaired by the Chief Executive who is a Registered Social Worker with over 25 years' experience of working with children with complex needs. Requests for further information or clarification may be sought at this stage as well as later in the admissions process.

When deciding whether the School is able adequately to cater for a young person's needs, the Admissions Panel considers, amongst other factors:

- the nature and location of the School's premises and any physical or organisational adjustments that would need to be made in order to accommodate the young person's needs;
- whether the School's staff team has sufficient expertise and resources in order to meet the young person's care, educational and/or therapeutic needs; and
- the potential impact on the safety and welfare of other young people.

Each referral is dealt with on an individual basis and reasonable adjustments will be considered in accordance with the School's Equality Scheme and the Accessibility Plan.

A young person who appears suitable for the School will be interviewed and be given an initial opportunity to visit the School and to meet other young people and staff, with no overnight stay. Following this visit, if the Admissions Panel considers that the School will be able to meet the young person's need, s/he will be invited to come to the School for an assessment period which normally lasts between 5 to 7 days. It may be identified at this stage that a shorter or longer assessment period is necessary, depending on the needs and circumstances of the young person. Provided that: (a) the assessment period is successful; and (b) there is a place available for the young person in an appropriate house and class group, a placement at the School will be offered in writing to the referring local authority.

Whilst the School considers each referral on an individual basis, young people with the following conditions or behaviours are unlikely to be suitable for admission to Cotswold Chine:

- serious psychiatric disorders requiring close clinical supervision and medical treatment;
- addiction to drugs, alcohol or other substances;
- a history of known serious violence towards others, especially with weapons;
- serious eating disorders;
- severe self-harming, requiring regular medical treatment hospitalisation;
- severe physical or sensory impairments; or
- sexualised behaviour towards peers or young children.

In addition, the School is unlikely to be suitable for young people who need secure accommodation and/or a single sex environment (although single sex house groups may be made available) or whose parents, carers and/or professional guardians do not support the ethos, routine or curriculum at the School.

If the Admissions Panel considers a young person to be unsuitable for admission, the Head Teacher or Head of Care will write to the referring local authority/parent confirming this decision and outlining the reasons.

The School does not accept emergency placements.

Complaints

The School's detailed procedures for dealing with complaints are set out in its Complaints Procedure, which is available on request.

Children are made aware of their rights to make complaints within the School, to their family, their placing local authority, Ofsted or to Childline (whose free telephone number is on display in each house). Children can make complaints verbally or in writing/by e-mail to School staff. A designated senior manager at the School monitors all complaints made, the actions taken and the outcomes. Details of the number of complaints registered under the formal procedure during the preceding school year are available to parents/carers and placing authorities on request.

Surveillance and Monitoring

CCTV is used in certain parts of the main school grounds, houses and communal areas to detect intruders and to help locate any young person who goes missing from class or their house.

Where risk assessed as necessary for the purposes of safeguarding and promoting the welfare of the child or young person concerned, the School may operate appropriate monitoring of internet use and e-mail communications through the use of keyword based filtering software. Whenever e-mail monitoring is carried out, arrangements are made to ensure that any monitoring does not include the young person's communications with individuals who have been risk assessed as safe (e.g. social workers, appropriate family members and child protection organisations).

Whilst it would normally be expected that young people will not require an alarm on their bedroom door at night, an alarm may be installed if risk assessed as necessary for the purposes of safeguarding or promoting the welfare of the young person concerned. In order to ensure that it is as unobtrusive as possible, any such alarm is only audible in the staff office so that it does not disturb the young person concerned or other young people in the house.

So far as reasonably practicable in the light of the young person's age and understanding, any young person who is subject to any form of monitoring (whether internet/email monitoring or by way of a bedroom door alarm) will be informed in advance and will only be carried out with the written consent of their placing authority. The School ensures that any monitoring is no more intrusive than necessary having regard to the young person's need for privacy.

Approach to behavioural support

The School aims to create a happy, safe and stimulating environment in which all young people are able to achieve their full potential. The School recognises that the promotion of good behaviour together with a set of clear and fair rules and expectations play a vital role in contributing towards this objective.

The School understands that rewards can be more effective than punishment in motivating young people, and the School is committed to promoting and rewarding good behaviour, promoting success and enabling young people to self-regulate themselves both emotionally and physically. The School's detailed policy on behaviour support is set out in the School's Behaviour Support and Physical Intervention Policy.

The School is committed to using the least restrictive techniques possible for the management of challenging behaviour. The only measures approved for use in the School for de-escalation, control and restraint are those taught and assessed under the Team-Teach system. Further information about Team-Teach can be accessed via this website: www.teamteach.co.uk.

The School's approach to physical intervention is that any intervention should involve the least restrictive practice possible and should only last for the shortest time possible. The only circumstances

in which physical intervention is used is where it is necessary and proportionate for the purposes of preventing injury or serious damage to property.

All staff members who carry out any direct work with young people complete a training course to become accredited and competent in the use of Team-Teach techniques. Staff also attend regular training sessions and workshops throughout the year and are formally reaccredited at least every 24 months. This training enables staff to consider the circumstances in which young people may or may not need to be held and ensures that staff understand that any decision to physically intervene must only be used as a last.

Special educational and complex needs provision

The majority of young people who attend the School have a Statement of Special Educational Needs / Education Health and Care Plan, which is implemented in partnership with their placing authority.

The School also provides further SEN support through a special teaching adviser around SEN provision, a speech and language therapist, a clinical psychologist, an occupational therapist with specialist training in sensory integration, an art therapist, music therapist, a child and adolescent psychotherapist, and clinical access to child and adolescent psychiatrists.

Curriculum offered

The school offers the full range of National Curriculum subjects appropriate to each Key Stage. These include:

Key Stage 2 (ages 7-11)

The Core Subjects: English, mathematics and science.

The Foundation Subjects: art and design, computing, design and technology, languages, geography, history, music and physical education. Some subjects may be taught cross-curricular; for example, languages may be taught with a lesson such as cooking where there is an opportunity to learn vocabulary or develop an understanding of the culture of a particular country. Swimming and water safety is part of the physical education curriculum at Key Stage 2.

Key Stage 3 (ages 11-14)

The Core Subjects: English, mathematics and science.

The Foundation Subjects: art and design, citizenship, computing, design and technology, modern foreign languages, geography, history, music, and physical education. Some subjects may continue to be taught cross curricular or as topics.

Key Stage 4 (Ages 14-16)

Students have the option to reduce the number of subjects studied in order to concentrate on particular subjects of their choice. However, they continue to study the core subjects of English, mathematics, science and the Foundation Subjects of citizenship, computing and physical education. Students are encouraged to follow the BTEC home cooking curriculum in order to improve their understanding of healthy eating and food preparation skills.

To complete their timetable, students at this Key Stage are able to choose from a range of vocational and work related subjects as well as to continue their studies in the foundation subjects of art and design, design and technology, modern foreign languages, geography, history and music.

The curriculum for post 16 students (ages 16 -19 years)

The School recognises that post 16 students need access to a curriculum that will prepare them for adult life after moving on from the School. Each post 16 student follows a personalised curriculum and has a timetable based on their own needs and choice of subjects.

Personal, social, health and economics (PSHE) and sex and relationship education

The School places great emphasis on developing each student's understanding of healthy lifestyles and their ability to keep themselves safe and to develop skills in managing money. PSHE lessons are delivered to all Key Stages. Sex and relationship education forms part of the PSHE curriculum and is timetabled for Key Stages 3, 4 and post 16 students. Sex and relationship education is delivered according to individual student's abilities and emotional development and class groups may be divided into smaller groups where appropriate.

Additional curriculum subjects

Students have the opportunity to enjoy and experience growing a range of fruit, flowers and vegetables through access to the School's garden and to explore and learn within Box Woods (a woodland area adjoining the main School site). Practical craft based lessons are also available and include woodwork and pottery. Music plays a key role throughout the school day, not only in class lessons, but during individual tuition on a range of instruments. Young people are also able to participate in the school choir. A range of curriculum enrichment activities are also provided, which include making and using pinhole cameras, theatre workshops, jewellery and leatherwork workshops.

Vocational learning and work experience

Preparing students for work is an important aspect of the school's curriculum. Students at Key Stage 4 and post 16 are able to choose options from a range of work-related and vocational opportunities and qualifications according to their individual needs, abilities and interests. These are generally in the areas of:

- Land and environment (including gardening and horse care);
- Hospitality and catering;
- Construction;
- IT work skills;
- Business and administration (including office skills);
- Personal and work skills development.

Students are able to gain practical experience through a range of facilities provided by Novalis Trust which include: The Halfway Café; the administration and training department; the maintenance department and through the use of the school grounds, gardens and Box Woods. Horse care skills are arranged at local riding stables. Whenever possible, the school seeks to gain accreditation for each student's vocational learning at the appropriate level.

Management and structure of education provision

Children are taught in groups of up to 8 young people with additional opportunities for individual and small group work to develop a particular skill or area of learning such as literacy or numeracy. There are currently 8 class groups, each of which is led by two qualified teachers with additional teaching assistants and other specialist support as required. The young people in each class group will not necessarily live in the same house. The social relationships formed both in and between the houses and classes provide a variety of group living experiences as each young person grows and develops. All young people have access to the National Curriculum and the content and progress within each subject area is mapped out in individual subject Schemes of Work. Creative, physical and independence skills are developed through a range of activities that include art, textiles, pottery, woodwork, music and other physical activities.

The School's Head Teacher is Tim Makaruk (BSc PGCE) who is experienced in teaching in both mainstream and special schools. He is supported by two Deputy Head Teachers and two Assistant Head Teachers, who have lead roles in educational activities and craft subjects respectively.

The school also has a Head of Care Practice who has a specific role to work collaboratively with all departments to ensure the needs of the young people are met in a consistent, supportive and holistic

way. He meets young people and staff on a daily basis focusing on various challenges arising from relationship difficulties, transition periods and young people living away from home. The School day starts at 8.45am and finishes at 3.30pm and includes 5 lessons per day.

Health care, clinical and therapy provision

The health of the children at the School is overseen by the Head of Clinical and Therapy Services who manages a team of clinical therapy and health care professionals. The School maintains close links with the local GP surgery, and specialist medical services within the Gloucestershire area, including Gloucestershire's Clinical Director and Child Psychiatrist who visits the school regularly, meeting young people and offering advice and guidance to staff and managers.

All medicines for young people are prescribed by a qualified doctor or a suitably qualified medical practitioner such as the School's visiting psychiatrist. This may include the use of homeopathic treatments in addition to allopathic medicines for the treatment of specific conditions as well as emotional and behavioural difficulties.

Young people attend the School's Clinical Therapy Support Centre at Ebley House as part of their planned educational and therapeutic timetable. The main aim of the clinical and therapy staff is to provide the young people with a sense of psychological safety. Once established, this assists young people in overcoming any barriers to learning they may have - such barriers can be neurodevelopmental, attachment or relationship based or arise from a particular learning disability.

While at the Support Centre the young people are able to access a range of services that include, psychology support, drama therapy, play therapy, individual and group counselling, health advice, drama therapy, music therapy, role-play and talking and listening group therapy sessions, and specific Sanctuary based psychological education, where a range of subjects are explored such as living in groups, peer relationships, bullying, restraint reduction, SELF (Safety, Emotions, Loss and Future), and other topics as raised by the young people.

Speech and language therapy and occupational therapy are provided as part of the School's educational provision and mainly take place within the classroom to assist young people access education alongside their peers. The School's Speech and Language therapist assesses and advises on strategies for individual young people and ensure they are incorporated within each young person's Placement Plan. All the therapists receive line management and clinical supervision from a qualified HCPC accredited clinician.

The effectiveness of the School's approach to health care and therapy is measured through twice weekly clinical and therapy meetings at which clinical work is assessed and young people's clinical goals and progress are monitored. The effectiveness of the School's approach is evidenced in the minutes of these meetings, which can be accessed via the Trust's Complex Needs and Clinical Secretary.

Clinical & Therapy Assistants: are members of the clinical and therapy team participating in meetings as directed. Their role is to assist a nominated therapist in the implementation of therapeutic support strategies in the care, therapy and education settings. Techniques and therapy programs are always devised and directed by a qualified Clinician or Therapist. Clinical & Therapy Assistants will accompany a young people attending therapy sessions at the support centre, will then assist and support young people with their therapy or clinical goals outside of the session, this would typically be within the education department, home environment or out in public. The aim is to help and empower young people to overcome any barriers they may have in their education, health and well-being. Clinical & Therapy Assistants feedback to therapists the progress of each student in order to measure and evaluate progress and assist in the auditing and monitoring of Education, Health and Care Outcomes.

Experience and qualifications of staff

Details of the staff working at the School and their experience and qualifications are set out in Appendix 1.

Management and Staffing Structure

The management and staffing structure of the Trust is set out in the Trust's organisational chart which is available on request.

The Chief Executive is a qualified social worker with over 25 years' experience of social care and special needs education. He plays an active role in the day-to-day running of the School through chairing multidisciplinary meetings, and taking a leading role in the implementation and management of the Sanctuary Model throughout the organisation. The Chief Executive works closely with the Joint Principals of the School and the other members of the Senior Management team.

The Senior Management team who work in education, care, clinical and therapy consists of: The Chief Executive, the Joint Principals of the School (i.e. the Head Teacher and the Head of Clinical & Therapy Services), the Head of Care Staff, the Registered Managers (one of whom is also a Designated Safeguarding Lead), the Head of Human Resources, the Resident Architect (Property Manager and Head of Maintenance), Head of Finance, Legal & Compliance Consultant and the Head of Training.

The Education Department has 19 qualified Class Teachers. Within the Care Department, a House Manager and at least one Deputy House Manager is assigned to each house.

Line management and supervision of staff

All employees are accountable to a designated line manager, and are supervised regularly. New employees follow a structured and recorded induction programme to ensure familiarity with and an understanding of the School's policies and procedures. All members of care staff are regularly supervised by their the House Manager or another senior member of care staff. Staff can also request additional supervision meetings at any time. The Chief Executive provides regular line management and reflective supervisions to members of the senior management team.

All members of teaching staff receive a professional supervision meeting once a term in addition to attending regular Friday afternoon peer supervision meetings. In addition to receiving professional clinical supervision from a qualified HPC accredited clinician, all health care staff attend weekly meetings at which they receive peer supervision.

All staff are offered the opportunity to attend reflective supervision meetings with a manager other than their line manager in order to discuss their role and opportunities for development and improvement.

The School has a comprehensive staff appraisal system with every staff member having a formal appraisal once a year. The focus of the appraisal meeting is to discuss in detail each staff member's own professional development, in conjunction with the development of the School as an organisation. The appraisal also focuses upon the training needs of the individual, culminating in the compilation of objectives for the following year.

Contact Details

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Responsible Individual: Jake Lukas (DipHe HCPC RSW) Ebley House, 235 Westward Road, Ebley, Stroud, Gloucestershire GL5 4SX

Joint Principals: Tim Makaruk (BSc PGCE) and Caroline Tebay (BSc Hons HCPC), Cotswold Chine School Box, Nr Stroud, Gloucestershire, GL6 9AG

Registered Manager: Carolyn Cornwall, Cotswold Chine School, Box, Nr Stroud, Gloucestershire, GL6 9AG

Designated Safeguarding Lead (Care): Kelly Lawson (BSW HCPC RSW) Cotswold Chine School, Box, Nr Stroud, Gloucestershire, GL6 9AG

Designated Safeguarding Lead (Education): Tim Makaruk (BSc PGCE) Cotswold Chine School, Box, Nr Stroud, Gloucestershire, GL6 9AG

Review of this Statement

The Registered Person has approved this Statement of Purpose, as well as the Children and Young People's Guide. The Registered Person carries out an annual review of this statement. Any revision which is made to this Statement of Purpose is notified to Ofsted within 28 days.