

# Stanmore House School

Lanark  
ML11 7RR



**2017/18**

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## **Introduction by Interim Head of Care and Education**

Hello,

A very warm welcome to Stanmore House School, run by Capability Scotland. This handbook is intended to give information to parents, professionals and the community about the work of our school and to give an insight into the work of Stanmore House School.

In the following pages we will give you relevant information including a bit about our ethos, aims and values for the School. However it is only really by meeting the children, young people and staff in the School environment that the vitality and ethos of the school can really be experienced and brought to life.

Life at Stanmore House School whatever the young person's age is busy, purposeful, meaningful and happy for all. Our school day is full and planned to be so but flexibility is our key. We are always able to respond to situations as they occur and to react to spontaneous responses from the children and young people.

It goes without saying that the individual children and young people and their needs are unique, special and central to everything we do.

For those of you who may be considering Stanmore as the school you would like your child to attend then we hope you find the information you need to help with that decision, but please don't hesitate to contact us for further details or support if required.

We have an open door policy at Stanmore House School and all parents and visitors are very welcome. Please contact the school to arrange a visit if you wish. I look forward to working alongside you in the coming years.

***Karen Graham***  
***Interim Head of Care and Education***  
***Stanmore House School***

## **SECTION 1 – General School Information**

Stanmore House School was established in 1957.

It is an independent Grant Aided Special School managed by Capability Scotland. The school offers day service for children and young people with complex physical support needs and residential accommodation 52 weeks a year. We also offer respite opportunities and further information is available on request.

The school supports children and young people to achieve their full potential by involving the interdisciplinary team of teachers, classroom assistants, classroom care assistants, Speech and Language Therapists, Physiotherapists, Occupational Therapists and Nursing staff.

Technology including Alternative and Augmentative Communication and Eye Gaze technology is extensively used to support pupils in all aspects of the curriculum.

School Office hours are: Monday – Thursday 8.45am – 4.30pm and Friday 8.45am to 3.30pm and can be contacted by Telephone on 01555 665041 or by, **email** – [stanmore.school@capability-scotland.org.uk](mailto:stanmore.school@capability-scotland.org.uk)  
Our web address is <http://www.capability-scotland.org.uk/services/schools/>

The school is fully recognised by the Government and is subject to regulation, inspection and annual support from HMIE.

The school was last inspected in April, 2013. Copies of the report are available from the school and on [www.hmie.gov.uk](http://www.hmie.gov.uk)

### **Initial Contact**

Parents are welcome to contact the school at any time and particularly to arrange an initial visit. Some Local Authorities prefer the Educational Psychologist to be involved and in any case it is usual to advise him/her of the visit.

If a family wishes to have their child considered for the school, the relevant Local Authority makes the referral. Implicit in the referral is an acceptance of responsibility for fees and travelling expenses, which are paid by the Local Authority.

### **Location**

The school is approximately one mile from the centre of Lanark, about 25 miles south-east of Glasgow, and 35 miles south-west of Edinburgh. Glasgow and Edinburgh airports are about the same distance away, i.e. around 1 hour by car, but there is public transport available from Glasgow (airport bus to Glasgow City Centre, then train from Glasgow Central to Lanark). From Edinburgh airport, taxis can be expensive. By Train: The trains to Lanark (a half-hourly service) normally leave from Glasgow Central Station, Upper Level. The journey takes about 50 minutes. Some of the inter-city trains stop at Motherwell which is about halfway between Glasgow and Lanark.

**Accommodation and capacity** - The school is located in specially adapted accommodation. The school's facilities include classrooms, modern dining facilities, medical facilities, main hall, ICT base, resource equipment library, life skills base, sensory therapy rooms, hydrotherapy pool and state of the art Magic Carpet and eye gaze technology. There is also an accessible sensory garden and reflection garden

It should be noted that the working capacity of the school might vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Access - Ramps are situated at main entrances for wheelchair access.

**School Hours and Term dates** - A pupil's entire school day is regarded as a learning opportunity. Health and Wellbeing and Enterprise in Education are important features of non-class time and the invaluable leisure and friendship opportunities are seen by the young people as 'their' very important time.

09.00am - 10.30am	Class Time
10.30am - 11.00am	Break/Free Play
11.00am - 12.00pm	Class Time
12.00pm - 1.15pm	Lunch/Leisure Activities
1.15pm - 3.00pm	Primary Class Time
1.15pm - 3.15pm	Secondary/Senior Phase Class Time

The 2017 – 2018 Academic Year and Holidays please see section 11.

## **SECTION 2 – Parental Involvement**

*“When parents and schools work together, children do better. The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with school staff and their peers. Schools can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers”.*

**Scottish Schools (Parental involvement) Act 2006**

### **Our Shared Commitment**

- We will provide practical supports such as help, advice, information and/or resource to help facilitate / establish a Parents Forum and Parents Council and we ask that you engage proactively in this process.
- Capability Scotland values your child as an individual, with their own unique learning profile. We will endeavour to meet the educational needs of your child through the National Curriculum for Excellence where they will be supported to

realise their potential. We ask that you give us 'real time' feedback as to your child's learning needs and outcomes.

- We will support your child whilst in our School with their educational, wellbeing and health needs using suitably qualified and competent staff. We ask that you familiarise yourself with the planned educational supports in place whilst your child is in class.
- We undertake to communicate with you using a variety of methods and seek your views regarding school matters relating both to your child specifically, but also to the wider school community. We ask that you respond timeously and appropriately to these communications.
- We have a shared responsibility for all children and young people in our care, we also have a statutory mandate to report any and all 'causes for concern' to the relevant Social Work or Education Department as and when they arise. If we do this we will also advise you that we have done this and the reasons why.
- We have a robust Complaints policy which can be viewed on our website at; <http://www.capability-scotland.org.uk/contact-us/complaints/>; we ask that you familiarise yourself with this and use it if you are unable to resolve any concerns you might have through regular communication with the school.
- We will support children and young people in exploring and taking part in extra-curricular activities; we ask that where appropriate you consider supporting us to do this by volunteering.
- We will undertake to arrange and have regular Parent / Teacher evenings in line with expectations of education within main stream schools – we would ask that you attend these as appropriate and to use this Forum to discuss with the Teacher your Child's progress.
- Throughout the academic year your child / young person will have various assessments and re-assessments. We will undertake to notify and involve you and your child of these assessments (education, health or care), where augmentative communication or aids are required for your young person to take part then we will ensure that these are available.
- On a six monthly or annual basis there will be a formalised review of the young person's placement with us – this is usually attended by a Local Authority representative. We will discuss with you in advance any changes that we might think necessary to the IEP / Care and support Plan.
- We will undertake to support your child throughout their school education until the point that they leave school. We recognise and understand that 'Transition' is an important time for you and your child and we will proactively support your child in determining a future that reflects their individuality, abilities and aspirations. We will ask you to support us in this.

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school.

The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

## **SECTION 3 – Our School Ethos, Aims and Values**

### **Ethos**

Stanmore House School strives to build a learning community which enables every pupil to access the appropriate curriculum; to be included in educational opportunities through our holistic approaches to education, therapy, medical support and care.

### **School Aims**

- To enable pupils to achieve their potential through access to a broad, balanced, relevant and differentiated 24 hour curriculum combining educational and therapeutic approaches.
- To support pupils in becoming successful learners, effective contributors, responsible citizens and confident individuals.
- To promote social inclusion through educational programmes, our partnership with other agencies and involvement in our local community.
- To positively work in partnership with our pupils' families, carers and all other relevant agencies to ensure pupil wellbeing.
- To operate a holistic approach and encourage collaborative working practice across staff teams.
- To offer appropriate opportunities for all staff to continue to develop their professional knowledge, skills and experience.
- To respect and value individual rights and aspirations and promote a sense of fairness and equality.

The curriculum will reflect current thinking and practice in:

- The education of pupils who have cerebral palsy or other significant physical impairments
- Education standards in mainstream schools – access to mainstream agenda in a meaningful way which suit the needs of each pupil
- National developments and innovations
- The provision, for some children, of an alternative, highly differentiated structured curriculum in line with Curriculum for Excellence (CfE)

The school also aims to:

- Promote in the community a sense of awareness and understanding of the needs of the children and the work of Capability Scotland

- Extend, in co-operation with other agencies, the outreach, training and research services presently offered to individual children, families, students and to professional visitors, both specialist and mainstream, who work with children with cerebral palsy
- Promote in the community a sense of awareness and understanding of the needs of the children and the work of Capability Scotland
- Support inclusion, in co-operation with other agencies, through the outreach, training and research services presently offered to individual children, family, students and to professional visitors, both specialist and mainstream, who deal with children with cerebral palsy.

A holistic approach ensures that all the needs of the pupils are met in a meaningful and purposeful way, ensuring they work to their maximum potential. The use of appropriate seating, furniture, aids and equipment helps us to promote each pupil's potential. We have an expectation of maximum effort with assistance only when necessary. Our pupils constantly strive for greater independence in all areas.

### **Values**

Capability's core value is equality. This will be at the heart of all we do.

We bring to our work a number of other values:

- Sensitive and responsive: while ensuring that disabled people are at the centre of all we do, we will address the concerns of all our stakeholders
- Choice and excellence: we will ensure that all of our staff are committed to providing the best options possible
- Diversity and respect: we will strive to ensure that everyone is treated with dignity and respect
- Openness and transparency: we have a responsibility to be accountable to stakeholders
- Team work and partnership: we work in a co-ordinated and complementary way internally and externally

### **Our children and young people**

At Stanmore House School, we recognise and celebrate the individuality of all the children and young people with whom we work. We are a non-denominational School, mixed gender School.

- The pupils of Stanmore House School come from a wide catchment area across a several bordering Local Authorities.
- Pupils may have a wide variety of additional support needs arising from motor impairment, complex learning difficulties, communication needs, health needs and sensory impairments.
- We work in partnership with a variety of agencies and support services in order to meet these needs and to ensure that our pupils have the best possible

opportunities to develop as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

- Every young person has a carefully structured individualised educational programme and access to specialist aids and equipment where required. Modern technological advances continue to support learning through the use of computers, I Pods, Plasma Screens, I Pads and augmentative communication systems.
- We recognise that our pupils achieve success in many ways and in many contexts including at home and in the community. Successes and achievements in every area are recognised for all our young people throughout their day, at assemblies and at end of term celebrations.
- Pupil achievement is recognised through and award school celebrations, Certification and displays and informally through routine verbal praise and encouragement. There are also opportunities to make special awards as appropriate.
- Our pupils' ages range from five years old to eighteen years.
- The school role is currently sixteen pupils with 1 Primary Class, 2 Secondary classes and a Senior Phase Class.

### **How We Work:**

The **School Staff**, including teachers, classroom assistants, and ancillary staff work as a team, to ensure the aims of Stanmore House School are met and that each pupil is offered a quality education.

At Stanmore House School our young people have a very wide range of needs and the curriculum is tailored to reflect these individual needs and ensure there are many opportunities for success. We have a holistic, child centered approach to learning.

We are in the continual process of embedding the values, purposes and principles of the curriculum for excellence into the work of the school. By doing this we are confident that we are providing effective opportunities for our learners to develop as successful learners, confident individuals, responsible citizens and effective contributors.

## SECTION 4 – Our Curriculum

Curriculum for Excellence is the education framework in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Some learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

Information about how the curriculum is structured and curriculum planning:

<http://www.educationscotland.gov.uk/thecurriculum/>

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

[www.youngscot.org](http://www.youngscot.org) (learners)

[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) (parents and carers)

[www.sqa.org.uk](http://www.sqa.org.uk) (information on qualifications)

[www.hmie.gov.uk](http://www.hmie.gov.uk) (standards, inspections)

[www.ltscotland.org.uk](http://www.ltscotland.org.uk) (teaching practice and support)

[www.engageforeducation.org](http://www.engageforeducation.org) (share ideas and questions about education)

[www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples)

## **Core Curriculum**

### **Rationale**

The provision of an appropriate curriculum for all pupils is essential. This helps each pupil to maximise his/her potential for learning.

The three components are:

- A well thought out curriculum for the class / school
- Individual Learning Programmes
- Balancing the needs of the individual, class and school

### **Principles**

Stanmore House School will plan and deliver an appropriately differentiated curriculum based on a Curriculum for Excellence including the Elaborated Curriculum and National Qualifications.

- All pupils will have opportunities to achieve and all achievements will be celebrated.
- The curriculum will be broad based, age appropriate and will ensure progression.
- Parental involvement will be encouraged to contribute to the setting of priorities and the assessment of the effectiveness of the curriculum for their own child.
- The curriculum is based around the needs of the whole young person – education, care and medical needs.

The school curriculum at all stages follows the national guidelines contained in the Curriculum for Excellence which cover the 8 curriculum descriptions:-

- **Language / Communication**
- **Mathematics / Understanding and relating to the environment**
- **Health and Wellbeing**
- **Social Studies**
- **Expressive Arts**
- **Science**
- **ICT**

### **Religious and Moral Education**

In addition the following activities and experiences are covered through the core curriculum.

### **Community Based Educational Visits**

Secondary and senior phase class group has a specific time set in their timetable for visits to the local community. On these occasions pupils are given opportunities to use the skills they have been learning as part of their daily school work, e.g. reading social sight words in real situations, shopping in local supermarkets, enjoying a snack in a

cafe with local residents, using the public library, visiting local parks and amenities. These are important occasions since they offer many opportunities for our pupils to practise their skills. This activity also has a significant role to play in any moves towards a more inclusive society which accepts the individuality of all and promotes fairness, equality, citizenship and social inclusion for all groups.

### **Swimming**

Some pupils use the pool for Hydrotherapy sessions where they can relax, exercise limbs and experience easier movements in water. Swimming also enables pupils with established physical skills to develop these skills, to develop confidence and self-esteem and to experience and develop co-operation.

### **Citizenship**

The learning environment of Stanmore House School supports and encourages all pupils to be effective members of the school community which will enable them to acquire and practise the skills needed to play a participative role in society.

### **Health and Wellbeing**

Health Promotion covers a number of areas including personal care, administration of medication, healthy eating, movement programmes and physical activities. Stanmore House School is a Health Promoting School.

### **Educational Trips**

We have the use of 3 adapted vehicles which enable us to have greater access to places of educational and environmental interest. These visits are an integral part of the school curriculum and are used to reinforce areas of the pupils' individual learning programme.

### **Enterprise**

Enterprise plays a major part in this curriculum through a variety of different activities with pupils given opportunities to take on roles and responsibilities in real life, active, practical, hands on tasks.

### **Eco School**

The Eco initiative allows us to deliver current environmental issues referenced in Curriculum for Excellence, Eco targets are embedded in the curriculum. Stanmore House School is working towards a Green Flag status.

### **Outdoor Learning**

Outdoor Learning and access to the "outdoors" is an important part of the curriculum. We have extensive grounds, a playground and an accessible sensory garden which pupils can use on a daily basis.

### **Links other Establishments**

Links with local schools are encouraged and we would endeavour to continue promoting links with local schools.

### **The curriculum is broken into two broad stages:**

1. A broad general education, providing a rounded education from the early years until the end of S3

2. A senior phase, which will include studying for qualifications (from S4-S6).

The school curriculum at all stages follows the national guidelines contained in the Curriculum for Excellence which cover the 8 curriculum descriptions:-

### **1. Broad General Education**

Children and young people can expect the following entitlements to be delivered, building on their earlier experiences and achievements in their broad general education from age 5 to 15.

They are entitled to:

- A curriculum which is coherent and continuous from 5 to 18.
- A broad general education based on the experiences and outcomes and planned across all the curriculum areas, from early years through to S3.
- Opportunities for developing skills for learning, skills for life and skills for work.
- Continuous focus on literacy, numeracy and health and wellbeing.
- Universal and targeted support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.
- Support in moving into positive and sustained destinations beyond school.

### **2. Senior Phase**

In the senior phase all young people can expect the entitlements to be delivered, whatever their individual aspirations and needs and wherever their learning takes place.

They are entitled to:

- A curriculum which is coherent.
- The opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities.
- Opportunities to develop the skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing.
- Universal and targeted support to enable them to gain as much as possible from the opportunities that curriculum for excellence can provide.
- Support in moving to a positive and sustained destination beyond schools.

Our pupils learn individually but also need to be able to work and interact as part of a group and so we teach sharing, waiting, turn taking and communication skills throughout each and every day.

There are opportunities to achieve planned into every aspect of the day.

## SECTION 5 – Assessment

### **Assessment for Learning (AifL)**

Stanmore House School follows the aims and guidelines of AifL by ensuring that the pupils, teachers, school and parents are aware of how each pupil is doing, what the next steps are and the best method of achieving this. Using the AifL Triangle highlights the relationship between Curriculum, Assessment and Learning and Teaching and ensures that the curriculum we provide is best tailored and most appropriate for each individual pupil as it is based on robust assessment, planning, recording and monitoring

All our pupils follow an Individualised Educational Programme (I.E.P.) which will cover all areas of the curriculum. There is a particular focus on the key areas of Literacy, Numeracy and Health and Wellbeing.

Homework Policy - Parents are given the opportunity to be involved in supporting their child's learning. Helping with homework and co-operating with the school is a good way of achieving this. Stanmore House School aims to improve teaching and learning by using homework effectively. This will be done by ensuring the school:

- Has a clear reason for homework
- Sets a task which is appropriate to the pupils' abilities
- Sets a task which is linked to their Individual Learning Programme
- Recognises and rewards work done
- Involves the parents as partners in their child's learning
- Develops core skills and independence
- Gives guidance and support to the parents and encourages enterprising activity
- Reinforces class work and challenges and extends pupil learning

## SECTION 6 – What and 'How' we Report

### **Assessment & Recording**

There is an initial assessment of each pupil's needs in all areas of his or her development and a pupil profile is then prepared. Thereafter this profile is updated at key transitional stages. Each pupil has an Individual Education Programme (IEP) prepared in consultation with parents and is closely monitored.

Through daily planning and individual programmes teachers continually record pupil progress. This record of pupils' work is held by each teacher and every pupil has a record of progress in IEP Curricular Areas i.e. Mathematics & Numeracy, English and Literacy, Expressive Arts, Health and Wellbeing, RME, Science, Social Studies and Technologies.

**Assessment and Reporting** - is an ongoing process following pupil admission. Staff are constantly monitoring progress and Local Authority Psychologists and Clinical

Medical Officers review children's cases periodically. All education and therapy progress is monitored by the class team and Therapists. Progress is evaluated together each term and next steps decided upon. For older pupils National Qualifications assessment takes place at appropriate stages throughout each Unit or Course, depending on the Learning Outcomes. These assessments are internally moderated annually by Secondary, Senior Phase and Senior Management to ensure consistent standards across the school. The curriculum is delivered in a broad and balanced framework. However there are three areas on which we are required to report to the Scottish Government.

- Literacy and English
- Mathematics
- Health and Wellbeing

At the start of each session, in consultation with pupils and their parents, outcomes are set in these three prescribed areas. These outcomes are also discussed at the pupil's Single Plan Meeting, to which parents and representatives of the Local Authority are invited and encouraged to attend.

Parents receive a written report during the school year. Pupils from Upper Primary stage may join their review in the latter stages and Secondary and Senior phase students may be present throughout, where appropriate.

Co-ordinated Support Plans (CSPs) are updated in line with the legislative timeframe.

Stanmore House School has a robust Quality Assurance and Annual Monitoring and Evaluation Process which includes;

- Classroom Observations by the Depute Head,
- Peer Observations,
- Peer Coaching,
- Forward Plan Monitoring and
- Curriculum Monitoring.

## **SECTION 7 – Transitions**

For each and every one of us, the period of our lives when we develop from a child into becoming a young adult is a major landmark in our life. For young people with additional support needs, this time should offer a full and appropriate range of choices and exciting new possibilities.

It is vital that the Future Process is carefully planned with all those involved and carefully worked towards and put in place. Clear plans are developed in the 12 months before the young person leaves Stanmore House School.

### **Work Experience**

The young people are involved in school based work experience and in work experience that has been arranged out-with school with our community partners. The Post 16 students in preparation for transition of life beyond school have the opportunity to participate in a work experience placement in the wider community.

This allows pupils experience of the wider community building their confidence and self-esteem and an opportunity to develop new relationships within the community.

### **College**

Where appropriate we aim to develop links with the local college for each young person. This is done in consultation with parents and the young person with a view to the link continuing post school.

### **Skills Development Scotland**

Skills Development Scotland will offer advice, guidance and information to young people attending the school, their parents/guardians and school staff. The service is also provided to employers and training providers.

The Skills Development Scotland Officer will have initial contact with the young person when they are at S2 stage. The young person will be invited to an initial interview to explore possible options. The Skills Development Scotland Officer will then attend the transition meetings.

### **Transitions to Future Destinations**

Generally in their final year of school, but prior to this if appropriate for the individual, we begin planning for the move to further education, adult resource centre or into a supported work placement.

This is a difficult and highly emotional stage in any young persons' life and is understandably a very crucial time for both our young people and their parents. At the beginning of term 1 of their last year of attendance at school, the school will host an initial transition meeting. A selection of important people will be invited along to these meetings and this will be the chance to start the essential planning process to determine the most appropriate route for transition.

Class teachers and staff will be very involved in this process and will work closely with the multi-agency team and the parents. At all times the wishes of the pupils, where appropriate, are taken into consideration and the views of all professionals will be considered. The link social worker will then work with the pupil and their family to establish their plans for the future.

Once the desired package for future placement has been agreed, the school will support the pupil to make links with the identified establishment and its staff.

It is essential that the school works in conjunction with the future placement or provider to make the transition as smooth as possible. School profile information is shared through the transition process and this gives invaluable knowledge on the individual transferring. Parental consent will always be sought before the sharing of information.

Once a placement has been decided and approved and a leaving date is set and approved by the Local Authority, regular transitions are arranged to gently introduce the pupils to their new building, staff and experiences. This will always be supported at first by a member of school staff and will be sensitive to the needs of the individual

## **SECTION 8 – Supports for our Pupils**

### **Child Protection**

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:-

Helping them learn about their personal safety.

Being a trusted adult who children and young people may turn to for help and who will take them seriously.

Identifying when children and young people may need help

Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

Capability Scotland's "Child and Adult Protection Framework" is also in place to guide and advise staff.

If you have any concerns in this area, then the main contact would be the Interim Head of Care and Education in the first instance.

### **Promoting Positive Behaviour**

Staff work hard to establish excellent relationships with pupils throughout the school. Appropriate behaviour is encouraged at all levels. It is essential for the safety of all and to ensure that pupils gain as much as possible from the education provided.

We use a range of strategies appropriate to individual needs to promote appropriate behaviour and encourage respect for ourselves and each other. Kind behaviour and respect for their friends, family and people in the community are seen as a vital part of the skills we teach. We will work in partnership with parents on this area as appropriate

**Allied Health and Nursing Services** – Stanmore House School benefits from having a range of therapy and nursing professionals onsite whose focus is on ensuring that the children and young people are in the best healthcare status in order to maximise their overall wellbeing. In order to achieve this, the Allied Health (AHP) and Nursing services work in partnership with; families and carers, education and care colleagues, NHS partners, LA partners, and other third sector organisations. There is a blanket referral to the AHP and Nursing teams who assess every young person who attends

the school to ascertain the level and type of support required. The individual support required is agreed in partnership with the young people themselves with their parents and/or carers and documented using a Wellbeing Care Plan, which is reviewed regularly to ensure that their needs are continually met.

In line with national best practice, intervention may take the form of universal, targeted or specialist intervention and could vary at any given time in line with the individual and collective needs of the children and young people.

### **Physiotherapy**

Physiotherapists who work with children and young people are specialists in movement and work to help children achieve physical development and functional independence. The aim is not just to help children and young people move, but also to help them to make the best of their ability as, through movement, they learn about themselves and their environment.

Intervention may include exercise based programmes, postural management, hydrotherapy, review and provision of specialist equipment as well as more intensive input before and after surgery. These sessions may take place at school, home or residential and respite services. Particular sessions at school may be carried out by support staff trained by the physiotherapists and under specific guidance provided by them.

### **Occupational Therapy**

Occupational Therapists (OTs) help children participate in meaningful, everyday activities. A child's 'occupation' includes things like playing with toys, dressing, eating and drinking, personal care and toileting, writing and accessing technology. OTs assess a young person's underlying skills (e.g. motor co-ordination, how they use their senses like touch, vision and hand skills), how they participate in everyday activities and suggest what support they may need from others to participate and achieve to the best of their abilities.

Intervention may involve the provision of specialist equipment including; switches for technology access, specialist seating or positioning equipment, or adapted cutlery.

### **Speech and language Therapy**

Speech and Language Therapists (SALTs) work with children and young people to enable them to communicate to the best of their ability. This may involve using specialist high and low tech communications aids, often referred to as Alternative and Augmentative Communication (AAC).

They also work with children and young people who have challenges with eating and swallowing difficulties to assist them to be safe whilst eating and drinking.

The SALT department works as part of a team that involves training, joint assessment, target setting, joint planning and assessment for the provision of specialist equipment. They also write and review the Communication and Eating and Drinking Guidelines for school and home. SALTs may work directly with young people or within a group or class setting. They support young people at home, in school and in respite and residential services as required.

### **Dietician**

The dietician works with the Children and Young People to assist them in optimising their nutritional intake. Within the schools, our dietician works closely with the nursing team and SALTs to help children with faltering growth, food allergies, restrictive eating and those who require enteral feeding.

The dietician regularly monitors all of the young people's nutritional status. Training and advice is offered to staff on all aspects of nutrition, including enteral feeding.

### **Manual Handling**

The Manual Handling Service is an integral part of the Allied Health and Nursing Team as a whole. Its aim and purpose within Stanmore House School is to enable staff to contribute to Children and Young People's physical and emotional welfare by helping them to maximise their mobility and independence. Whilst ensuring staff make suitable and sufficient assessments of all Manual Handling activities in order to reduce the risk of harm to themselves and others. This is achieved through maintaining close ties to the NHS, Local authorities and all partners whilst keeping up to date with changes to legislation and National evidence-based best practice.

Safer Assistance Co-ordinators assist the Manual Handling Adviser to provide, support and advice to families and staff who regularly liaise with therapists and Residential staff to ensure continuity of care.

### **Nursing Team**

The school nursing team monitors and responds to every child and young person's health care needs. They co-ordinate and carry out health promotion, immunisations (where appropriate), support medical needs in conjunction and collaboration with a variety of GPs and specialist consultants in the NHS. They also carry out annual and ongoing health care reviews in conjunction with the MDT.

## **SECTION 9 – School Improvements and Development**

The **School Improvement Plan (SIP)** is a major tool in ensuring quality provision for all our pupils. The plan is completed annually and is developed through the process of self-evaluation, using the performance indicators in **How Good Is Our School (HGIOS 4)** along with other audit tools.

The school improvement plan has been developed has been developed for 2017-2018.

Its priorities are:

- **Q I: 2.1** Safeguarding and Child Protection
- **Q I : 2.2** Curriculum
- **Q I : 2.5** Family Learning
- **Q I :2.6** Transitions

## **SECTION 10 – School and Organisational Policies and Procedures**

### **Complaints Procedure**

We recognise the importance of fostering positive relations with parents and carers and are keen to promote good communications with families. We welcome comments from parents and carers and want to know what you think, whether positive or negative, about the service we provide.

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

A leaflet is available which describes our complaints procedure and how to make a complaint regarding a school as part of our complaints process. You can request a copy by contacting the school office on 01555 665041.

To access an online copy of the complaints procedure and form visit the main Capability Scotland Website at [www.capability-scotland.org.uk](http://www.capability-scotland.org.uk). Select 'Contact us' then select 'Complaints'.

You can also contact our Complaints Officer at:

Tel: 0131 347 1072

Fax: 0131 346 7864

Textphone: 0131 346 2529,

e-mail: [complaints@capability-scotland.org.uk](mailto:complaints@capability-scotland.org.uk)

Or in writing to: Complaints Officer, Osborne House, 1 Osborne Terrace, Edinburgh EH12 5HG

The following policies and procedures are available on request from the school office:

1. Assessment is for Learning
2. Attainment and Achievement
3. Curriculum Guideline
4. Curriculum Policy
5. Effective Learning and Teaching
6. Enterprise in Education
8. Health and Wellbeing
9. Homework Policy
10. Literacy & English
11. Monitoring and Evaluation
12. Monitoring Booklet
13. Occupational Therapy Policy
14. Partnership with Parents

15. Physiotherapy Policy
16. Safe Internet Use
17. Position Statement -School Self Evaluation
18. Strategic Planning Booklet
19. Inclusion
20. Position Statement – Assessment and Tracking of Progress
21. Position Statement – Achievement in Literacy, Numeracy & Health & Wellbeing
22. SLT Position Statement Child and Adult Protection Framework
23. Medication Procedure
24. Procedure for Managing Behaviours that Challenge
25. Restraint Procedure
26. Personal Plans Procedure
27. Nutrition Procedure
28. Management of Epilepsy
29. Gastrostomy Management Procedure
30. Relationships and Sexual Wellbeing policy
31. Personal and Intimate Care
32. Confidentiality Policy

Copies are available on request.

## **SECTION 11 – Other Practical Information**

**Religious and Moral Education** - In Stanmore House School the programme of Religious Education is not always based upon conventional learning strategies. We aim to help the children and young people to be aware of and respond to attitudes, emotions and atmosphere. Themes can be introduced in order to evoke a response to moods, emotion and atmosphere and the concept of sharing and being part of the whole school community is also promoted.

School assemblies are held to celebrate special events, achievements and festivals.

Parents have the right to ask the Depute Head to withdraw their child from religious classes or services. Parents from religions (other than Christianity) may request that their children be permitted to be absent from schools in order to celebrate recognized religious events.

**Equal Opportunities and Inclusion** - We make every effort to ensure all pupils have equal access to all educational experience and resources provided.

**Attendance** - Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised: for example, unexplained by the parent (truancy) or excluded from school.

If a child is absent from school at any reason, the parent should contact the school, by telephone if possible. On the day of the return, a note explaining the reason for the absence should be given to the class teacher. Where an absence is known in advance, it is helpful if the school is informed beforehand.

**Illness** - Pupils who are too unwell to manage their educational work should not be sent to school. A pupil who falls ill at school will be checked by a nurse. If the pupil is too unwell to be returned to class parents will be contacted and expected to make arrangements for the child to go home, if a day pupil.

The school does not provide nursing care for sick pupils.

Parents should not return the pupil to school until s/he is fully recovered.

**Family Holidays** - Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time, a pupils non-attendance of school during term time must be explained.

### **School Meals -**

These are provided free of charge to all pupils who wish one. Some pupils prefer to bring in a packed lunch from home. Menus are reviewed and kept seasonal. They comply with Health Promoting Schools regulations and a vegetarian meal is available upon request. Pupils' food preferences are taken into consideration and the menu is compiled with the catering manager and our dietician.

The school supplies a two course lunch menu consisting of a choice of two main meals and either soup or dessert. There is always water, milk, fresh fruit and yogurts available. Mid-morning the children have a choice of snack. We work closely with our colleagues; speech and language therapists and dietician in order to cater for special diets.

**Dress Code / School Uniform** - Our school uniform emphasises practical clothes which make dressing, both independently and with assistance, as easy as possible. It is a red school polo shirt, sweatshirt or cardigan, grey skirt, trousers or joggers and a jacket or anorak.

Sweatshirts, cardigans and polo shirts can be ordered through the school office prior to the summer break. Some stock is held for pupils who join during the year.

**Transport Information** - Pupils travel to school by taxi which is provided by their Local Authority. It is the policy of Capability Scotland that children of school age should always be escorted when travelling but that young adults may travel in the care of the driver. Please advise the appropriate transport provider if your child will not be attending school. It is important that either a parent or an adult nominated by you and recognised by the escort should be at home to receive your child at the appointed time.

**Data Protection** - Information about pupils and parents is stored on a computer system and may be used for teaching, registration and assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Code of Practice. For further information please contact the school.

**Freedom of Information** - The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

**Confidentiality** - The school recognises that children and parents have a right to expect that confidentiality be maintained. To ensure that all those working in education can do so with confidence, we will respect confidentiality in the following ways:

- Parents have ready access to the files and records of their own children, but will not have access to information about any other child.
- Staff will not discuss individual children, other than for the purpose of curriculum planning, with people other than parents or carers of the child.
- Information given by parents/carers to staff will remain confidential to the people directly involved with making personnel decision.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file.

- Students on courses involving visits to the school will be advised of the confidentiality policy and will be required to respect it.
- Parents must be consulted before a referral has been made to other agencies if there are concerns about a child's development.

**Information in Emergencies** - We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruptions. Schools may be affected by, for example, severe weather, dislocation of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letter, text, telephone calls or e-mail.

**Section 12 - School Term and Holidays**

August 2017						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2017						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2017						
Mo	Tu	We	Th	Fr	Sa	Su
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2017						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2017						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2018						
Mo	Tu	We	Th	Fr	Sa	Su
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2018						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2018						
Mo	Tu	We	Th	Fr	Sa	Su
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2018						
Mo	Tu	We	Th	Fr	Sa	Su
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2018						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2018						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2018						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**DATES IN RED INDICATE A SCHOOL HOLIDAY**

**DATES IN GREEN INDICATE AN IN-SERVICE DAY (children are also off on these days)**