



Statement of Purpose Residential Care

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Introduction

The Deaf Academy provides aspirational education and residential care which enables Deaf children and young people to achieve successful outcomes in a safe and nurturing environment.

The Academy operates a non-maintained residential special school for Deaf children and young people between the ages of 9-16. The majority of our students have at least one additional physical, learning, social, emotional, mental health, or medical need. An increasing number of students have multiple needs which requires specialist teaching and therapeutic support to enable them to access education and to make good progress.

Our aim is to prepare young people for a happy, healthy, and fulfilling future. This is based on a rich curriculum and range of learning pathways to support their development as individuals and as part of a wider deaf community. We believe that with every day there comes a new opportunity to learn, triumph, and overcome obstacles. We encourage young people to try and try again until they succeed. Be it preparing for the world of work, living independently or in supported accommodation, we believe with the right support and motivation anything is possible.

Our Aim

Our Charity's objectives, which were revised with the permission of the Charity Commission in 2008, are:

- to provide education, training, care, accommodation, leisure opportunities, welfare and other support services to deaf people and people who are not deaf but who, due to some other disability, would benefit from the same (principally though not exclusively from the counties of Devon, Cornwall, Somerset and Dorset) with the object of developing their personal, mental, physical and spiritual capacities so that they may realise their full potential as individuals and members of their communities and society as a whole and so that their condition of life may be improved; and
- to educate the general public in the needs and capabilities of deaf people with a view to achieving greater integration between deaf and hearing communities.

Admissions

To be considered for Residential at the Academy, young people must have an EHCP or Statement of Special Education Needs in place or in the process of being agreed.

The Academy carefully considers all admissions based on need. All young people considered for a place will have deafness as a primary disability with BSL as a preferred method of communication. In exceptional circumstances we may accept somebody who has some form of deafness, or communication difficulties, and uses BSL as their first language. It is essential that the Academy is confident that we are an appropriate and positive choice that can best meet the educational, social care and medical needs of students. We provide care and support to children and young people with behaviour that challenges.

All new admissions will then receive a 6-week review meeting involving parents and key staff to see how the placement is going.

Equal Opportunities

The Deaf Academy is a charity where everyone is highly valued and where tolerance, honesty, cooperation and mutual respect for others are fostered. We are committed to ensuring equality of education and residential care as well as opportunity for all members of the Academy's community irrespective of age, gender or sexual orientation, religion, ethnicity, disability, personal circumstances or any other protected characteristic. At the Deaf Academy we aim to promote equality, tackle any form of discrimination and actively promote good relationships and equality of opportunity in all areas of Academy life. We seek to remove any barriers to access, participation, progression, attainment and achievement and take seriously our contribution towards community cohesion. We aim to:

- provide a secure environment in which all our children and young people can flourish and achieve good outcomes
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare our students for life in a diverse society in which children and young people are able to see their place in the local, regional, national and international communities, and the community of deaf people;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage making inclusion a thread which runs through all our activities

Residential Accommodation

Residential Care at the Academy provides a safe and nurturing environment which allows our young people to become independent and develop their Deaf identity. We want them to feel at home here, and strive to build a homely and welcoming environment, with strong and trusting relationships with our staff. This begins as soon as a young person arrives here and will continue until they leave.

Placed over three floors, each flat contains a kitchen, a living room, extra wide hallway, two communal bathrooms that can cater for disabilities, and individual bedroom for each young person.

Young people are encouraged to bring pictures and posters to put on their walls and familiar items to personalise their rooms. They are also allocated their own key upon joining us.

Permission is required before entering a young person's room although Staff may enter to support if there is a significant concern.

Proximity cards are used in Residential so young people can access the main gates, the residential building and the flat that have been allocated to them.

Our kitchens are accessible by all and is the perfect place to learn essential cooking skills, dinner classics and socialise whilst cooking together.

Living rooms are homely, giving a social space to unwind after a busy day learning, Residential also boasts a Common Room which is multi-faceted and is a perfect place to play games, relax and socialise with friends.

The Residential Care team have achieved, or are working towards, their BSL Level 3 and a Level 3 Diploma in Children's and Young People's Workforce. The Academy has a great Deaf community with evening and weekend social activities helping to develop sign language and communication skills. With the support of our experienced residential care team, our residential young people develop their independent living skills to prepare them for adulthood.



Our young people can enjoy a wide range of activities beyond their core curriculum here in Residential.

We aim to tailor our activities based on individual needs and interests, young people can also take part in enrichment and after-school activities such as football training, sports club, arts and crafts, driving theory classes swimming, cinema, and much more.

Staff

The Assistant Principal for Care oversees all aspects of the Residential provision, they hold a BSc (Hons) in Health and Social Care. This is also supported by the Residential Manager who is well established and has the Level 5 Qualification in Leadership and Management.

The Residential Care team also consists of a Deputy Residential Manager, three Shift Leaders who coordinate the day to day running of Residential Care.

There is also a team of full-time, part-time and Bank Care workers who work evenings, mornings and weekends providing exceptional care and can offer a wide range of choices and activities.

Staff support

All Residential staff receive formal supervision once a half term. The Assistant Principal for Care oversees the Residential Manager's supervision. Whilst the Residential Manager coordinates and completes Shift leader Supervisions who in turn supervise the care team that they line manage.

Communication

Handover

There are Handover/shift planning meetings prior to the start of the afternoon/evening shift. This is led by Shift Leaders with input from the Assistant Principal for Care, the Residential Manager, the Deputy Residential Manager, and Nurse when required.

Relevant information from the school/college day is shared in person or via email. Information from the evening and overnight is handed over to education in the mornings.

Both teaching and Residential care staff use a system of 'internal notes (daily logs)' to record important information about a child/young person that other staff should be aware of. Internal notes are shared via SharePoint with a facility for other staff to comment or add information.

Shift planning is also discussed during this time where Residential Care staff will discuss the plans for the upcoming shifts taking into account children and young people's wishes and any appointments or activities that are planned, notes of this meeting are also taken.

Regular Meetings

The Assistant Principal for Care is a member of the Senior Leadership Team, who meet fortnightly. Full Care Team meetings are every 3-4 weeks where the entire care team, Nurse, Safeguarding Deputy and the Inclusion Officer attends. Minutes of these meetings are kept and then circulated.

There is also adequate time during this meeting where staff on opposite shifts can get together discuss and decide upon issues pertinent to the young people they work alongside.

Welfare Team meeting

The Welfare team meet weekly and focuses on safeguarding, pastoral and behavioural issues for individual young people and ensures whole school/college safeguarding obligations are met and exceeded.

Contact with Parents/Carers

Some children/young people have mobile phones which they use to maintain regular contact with home. There is a Wi-Fi network in all the flats which enables children/young people to make use of video calling on their personal devices.

All flats have mobile phones which are carried by staff on shift. These numbers are widely circulated to parents and carers. The two main offices have external lines so parents/carers can telephone regularly if they wish. A member of staff will act as an interpreter during the call if necessary.

All children/young people have a key worker who will maintain contact with home at a level of frequency agreed between the young person, parent/carer and keyworker. Information is relayed as requested and, in a format accessible to families, such as phone calls, emails, texts, video messages or video calls.

Annual Reviews

A formal review meeting will be scheduled for each academic year to review the Education, Health and Care Plan or Statements of Educational Need. The meetings are normally chaired by a member of the School Leadership Team with reports provided from Teachers of the Deaf, Speech and Language Therapists, Residential Keyworker and Audiologist. Invitations to the annual review meeting will be sent 8-6 weeks prior to the proposed date to parents, pupil, local authority representatives and other professionals relevant to the young person. All reports are sent 2 weeks prior to the review meeting.

Safeguarding and Child Protection

The Assistant Principal for Care is the Designated Safeguarding Lead (DSL) who is Level 5 trained. He is supported by two Deputy DSL's, one being our in-house Social Worker and a three Welfare Officers and is overseen by a nominated Safeguarding and Child Protection Governor.

The Residential Care department complies with the school's procedures on Safeguarding and Child Protection. Residential Care Workers are in regular contact with learners in an informal setting and are in a good position to notice any signs, whether physical or behavioural which may indicate abuse and are aware of how to report a concern. All staff receive a specific Safeguarding Induction prior to starting their role and receive at least annual safeguarding training and updates from the Designated Safeguarding Leads.

Clear processes are also in place if an investigation involved either the Principal or the Safeguarding Governor.

We endeavour to provide a safe and welcoming environment where young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all young people receive effective support, protection and justice. Safeguarding and promoting children and young people's welfare is integral to our values and purpose as an organisation:

- We demonstrate our care and commitment for young people through our willingness to advocate their rights, recognise abuse or neglect wherever it may occur and to communicate these to the team around the child.
- We recognise the impact of discrimination and added vulnerability this may cause, so work to an ethos of respect and dignity.
- We set high safeguarding standards, in the knowledge that young people must be safe to thrive socially, emotionally, and academically
- We take a positive approach to safeguarding, seeing the opportunity to learn from every experience.

We recognise that young people who are Deaf are at an increased risk of abuse and harm and that they may have difficulties in communicating concerns to adults. We understand risk is further increased due to societal attitudes and assumptions or child/adult protection procedures which fail to acknowledge young people's diverse circumstances, rather than the individual personality, impairment, or circumstance. We are aware of these difficulties and seek to promote a culture of accessible, open communication so that concerns can easily be raised. It is our objective to safeguard all students across the Academy, whatever their background or circumstances. Child protection forms part of the Academy's safeguarding responsibilities.

CCTV

The use of surveillance and monitoring devices are for the protection of young people only. CCTV cameras are used for site security and crime prevention and all cameras are external except for exit/entrance cameras in residential and education buildings.

CCTV monitoring screens are only accessible to those staff who need to see the images at the time. This access is managed by designated staff. Recordings are stored securely for one week and then recorded over unless there is a clear purpose for retaining footage for a longer period of time This footage will be stored securely, for the stated purpose, and only for as long as necessary.

There is clear signage around the campus to inform that CCTV cameras are in place.

Young people's privacy should be respected at all times and information should only be shared if safeguarding concerns are raised.

Any complaints about the use of CCTV surveillance are made through the Academy's complaints procedure.

Risk assessments, Health and Safety & Impact Assessments

All premises and activities are covered by risk assessments (Standard operating procedures). Individual risk assessments may also be in place for young people that require them. Our Estates and Facilities Manager is the health and safety officer responsible for ensuring health and safety standards are met as per our health and safety policy.

All young people that live together in the flats have an impact assessment completed before they stay in Residential.

This is a planning and decision-making tool used to assess the potential positive and negative effects of proposed living arrangement between the young people. We specifically focus on what are we worried about (past harm, future danger, complicating factors), what's working well? (Existing plans, areas of work that reduce risk) and what needs to happen next? (Next steps, Future plans).

Children's and Young person's Voice

The Children's and Young person's Voice is at the heart of successful participation and allows our young people to be truly involved in their experience at the Deaf Academy.

Children/young people's thoughts, ideas and concerns are valued and considered wherever possible. There are ample opportunity for young people to be heard, for

example through Flat discussions with the Residential manager, suggestion boxes, keyworker meetings.

The Deaf Academy also has a formal complaints procedure that allows parent's, young people, or other professionals to complain and escalate complaints if a satisfactory outcome is not provided.

Behaviour and Consequences

Within Residential Care we encourage positive behaviours such as being kind, respectful to others and responsible.

There may be times where consequences need to be implemented. Actions that may warrant consequences include inappropriate behaviour, refusal to cooperate, deliberate major damage to property and threatening or dangerous behaviour to staff or students.

Consequences should where possible be restorative and always proportionate, such as writing a letter of apology, thinking time or a change of activity.

All incidents are recorded, reviewed and where possible young people are expected to engage in the process. Appropriate actions are also completed in a timely manner.

Please see our behaviour policy for more information.

Independent Skills

Within the Care provision, but more importantly supported by the whole Academy approach, children and young people work towards their independent living skills.

Through this, each child and young person can be as independent as possible.

Objectives are assessed and where appropriate discussed with young people and are predominately based on children and young people's EHCP's. (Education & Healthcare plans) Following careful discussions each child or young person is given an individualised programme of agreed targets related to the development of skills, knowledge and understanding required. With permission these targets are also shared on the young person's individual therapy plan so education can also see what the young people are working towards and support where necessary.



Medical Procedures

Young people have a right to the best health care available. They should receive sufficient information and opportunity to develop a healthy lifestyle. The young person's health is regularly monitored by our full-time nurse who can also use BSL. They are also registered with local General Practitioners either at the request of parents/guardians, or if over the age of 18, by the young person themselves. Appointments can be made either directly by the young person themselves or via the Academy Nurse.

Consent from a parent or guardian to administer medication, first aid or sun cream is requested if the young person is under 18, via the 'Student Permissions Booklet' and is updated annually. No medication, first aid or sun cream will be administered without consent. If the young person is over 18 years of age, they will sign the consent form themselves.

Medication

Staff may administer prescribed medication (including controlled drugs) to young people, with consent, so long as this is in accordance with the prescriber's directions (Medicines Act, 1968). Staff who administer medication must complete and pass the OPUS Medication Awareness online training session on a two-yearly basis, as well as pass a practical assessment (carried out by the Academy nurse) of Medication Competency, on a yearly basis. Following the OPUS training session, staff are required to undergo further training as detailed in the 'Procedure for Medication Training' document.

All new staff to the Academy that will be required to administer medication must complete the assessments within 6 weeks of commencement of duties or before if required. Staff who have not completed both assessments will not be allowed to administer medication. MAR sheets can be created by any medication trained member of staff but must be approved and hand signed (not typed) by either the Assistant principal for Care, Residential Manager, Deputy Residential Manager, Children's Home Registered Manager/Deputy or the Residential Shift Leaders,

First Aid or Accidents and Emergencies

All Residential care staff are First Aid trained who can administer First Aid in an emergency and any young person requiring urgent medical attention can be taken to the local accident and emergency department which is close by.

Appointments

Where possible we encourage parents/carers to make appointments at home during home weekends and school/college holidays. We are however able to accompany young people for appointments where necessary and source external interpreters where required.

Night Cover

If required, we have access to waking night staff who can be used where there is a strong likelihood that young people will require support overnight. These staff members have been sourced externally and adequate checks/training have been completed. The waking night staff work alongside regular Residential Care workers and a thorough handover takes place every evening and morning. In addition, the Assistant Principal, Residential Manager operate an 'on-call' system and can be contacted easily by mobile telephone for help or advice.

After School Activities

The school/college day finishes at 3.30 pm. young people can then choose to go to their respective flats or spend time together in the common room together.

Young people can take part in after-school/college activities of their choice. There is also the opportunity for young people to complete their homework with support from Communication Support workers or Residential Care staff. They can watch television, play board games, or play on the Games console together.

The period after dinner has a mixture of activities on offer depending on the time of year, listed below is a typical selection of the activities which may be available to everyone.

- Visits to local parks.
- Football Training (from the local Deaf Football Club)
- Swimming
- Sports club
- Movie night
- Bowling
- Homework club
- Reading club
- Pool Table, air hockey table and football table competitions
- BBQ's
- Arts & Craft club
- Driving theory lessons
- Walks on the beach.
- Trips to theme parks
- Park run training.
- And much more.....

External visits

There are unannounced monthly visits by our independent visitors who report to the chair of Governors to make sure that our young people are safe, happy, and well looked after. They both use BSL and are happy to meet with young people in private, with a friend or member of staff if they would like to talk to them. They complete a written report of each visit and the Leadership team respond to any recommendations in a timely manner. These visits are in line with standard 3 of the National Minimum Standards and is made available for all to read.

Governors also visit the Residential provisions every term and produce a report which makes judgements of the provision against Ofsted bench marking criteria. To ensure clear communication the Governors representative is accompanied by an interpreter or a highly skilled signer.

Children and young people also have access to an independent deaf advocate who will meet with them regularly and help to put their views and feelings across, they will also give support which will enable young people to make choices.

Services

In addition to the Residential care staff, we also have the following specialist provision:

- Specialist Assessment, Advice and Outreach Provision

- Communication Support Workers
- Audiology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Qualified Counsellor
- Nurse

Key Links

[Child friendly version](#)

[Admissions policy](#)

[Behaviour and Disciplinary policy](#)

[Complaints procedure](#)

[Equality policy](#)

[Health and safety policy](#)

[Placement Plan](#)