



PATRON
HM THE QUEEN



Statement of Purpose

Policy date: 11th January 2018

Policy agreed by: Governing Body

Policy Review Date: January 2019



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ETHOS

LVS Oxford provides an autism-friendly living and working environment for children and young people with a diagnosis of autism. We can offer tranquil, spacious grounds and a calm, friendly and purposeful atmosphere. We believe that getting the environment right is the best starting point for our young people as we support them to achieve life and learning skills to the best of their potential, so that as young adults they leave with bright futures ahead of them.

The residential provision at LVS Oxford supports a waking day curriculum which enables us to maintain a high standard of care and life skills education within the residential setting, allowing and encouraging young people to be in control of their own learning, responsible for their own actions and in touch with their needs and emotions. Young people are supported through dedicated teaching to develop the skills necessary to manage and maintain their own daily lives and address their personal care needs, understanding that this is integral to their well-being. Access to various therapies is available (eg. SaLT, OT, Psychotherapy) and care is taken to equip young people, as they get older, with strategies for managing sensory needs, anxieties, social difficulties and other facets of autism which they may be experiencing.

Young people who are resident stay in our residential area from Monday to Friday, returning home at weekends and during school holidays. We are able to offer some shorter stays (ie. one or two nights a week) to our day pupils who request this.

The approach reflects the tenets of the Outcomes Framework defined within the document 'Every Child Matters: Change for Children':

AIMS

- To support learners to develop into autonomous and self-confident adults with the personal, physical and social skills necessary to live as full and independent a life as possible
- To promote the health and well-being of learners through the development of good personal hygiene, personal presentation and domestic management skills and safe working practices
- To promote the individual rights and dignity of learners
- To support learners to develop a work ethic and to understand the relationship between work, money and leisure pursuits
- To recognise the diversity of, and to promote greater understanding and awareness of, the cultural and religious backgrounds of the learners
- To promote good practice in all areas of care

FACILITIES AND SERVICES

LVS Oxford is situated within 14 acres in a quiet village in Oxfordshire, north-west of the City of Oxford. The school is a converted priory and went through extensive renovation work in order to create a tranquil and comfortable autism-friendly living and learning environment while retaining the character of the original building. Students have access to playing fields and play areas. The local facilities are close by including a leisure centre, garden centre with cafe and supermarket. Care staff endeavour to arrange a variety of activities either outside of school or on site, so as to promote children's participation.

The residential unit is a separate area within the school. Young people all have single rooms with wash basins and access to shared washing and bathing facilities. Young people are encouraged to personalise their own areas and each young person has a lockable cupboard for small personal items, as well as



wardrobe and space for private study if they wish for this.

LVS Oxford will offer weekly residential education and extended day education for learners whose needs are diagnosed on the autism spectrum. There is an age range of 11-19 years. Our admissions criteria require that all learners have functional language skills, minimal cognitive delay and are independent or almost independent in their personal care needs (an example of 'almost independent' could be a learner who needs verbal or visual reminders in order to carry out personal care routines but who doesn't require physical support by a member of staff).

REGISTERED PROPRIETOR, REGISTERED MANAGER AND KEY PERSONNEL

Registered Proprietor

Ian Mullins
Licensed Trade Charity
Heatherley
London Rd
Ascot SL5 8DR

Director of SEN

Sarah Sherwood
LVS Oxford

Residential Manager

Suzanne Parker-Towler
LVS Oxford

Head of School

Louisa Allison-Bergin
LVS Oxford

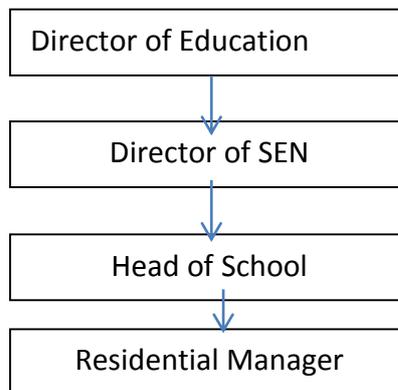
Chair of Trustees

Mr Roy Boulter

Chair of Governors

Pauline Ross

Organisational Structure





RESIDENTIAL STAFF SUPERVISION, TRAINING AND DEVELOPMENT

We value the support and supervision of staff to create professional and skilled practitioners who are able to support and care for a variety of young people on the spectrum and ensure their needs are catered for.

There is a separate policy and guidance document on supervisions of the residential staff. The frequency of supervision may vary dependant on circumstances but the minimum is six meetings a year, of which at least one will be an observation and at least one will be an appraisal. Supervision meetings should last no longer than one hour and will be planned in advance. Dates will be given to staff at least two weeks before the supervision, to allow both parties time to prepare.

Training will be offered to residential staff in all compulsory areas through the Educare online training system; staff have the opportunity to work through these training units during their induction period and should complete them within a designated time frame. Staff then have the opportunity to access other varied training opportunities through a system of INSET days throughout the year and via training from the local authority when the opportunity arises. Training needs are discussed during supervisions and appraisals and any appropriate external courses are given consideration.

Agency staff will only be used in exceptional circumstances.

ADMISSIONS INFORMATION

Students who are accommodated in the residential department will all have a diagnosis on the autistic spectrum and difficulties that place them within this area of need. Young people will sometimes have other additional needs and difficulties.

Most young people are typically resident owing to the need for a waking day curriculum, although some may be placed owing to the distance they live from the school and there being no appropriate placement in their local area. Some students may be Looked After Children and therefore are accommodated away from their biological families and in foster care at the weekends.

Some of the young people will, from time to time, display challenging behaviour and will need to be supported appropriately during these times. Staff are trained and well equipped to cope with this. Young people with extreme emotional and/or behavioural problems or a history of absconding will not be admitted. (Please see Admissions and Behaviour Policies for more detail).

Before admission is agreed, students will attend a 24 hour assessment within the school and residential area where it is thought they will 'fit' best. Informal observations and assessments will be completed in order to establish their needs and to ensure that the school will be able to support their needs.

LVS Oxford is not able to accept emergency placements for young people.



RESIDENTIAL

The residential accommodation at LVS Oxford is arranged in a building within the school grounds and separate from day provision. The accommodation is separated according to gender, age, cognitive levels and social peer groups. The programme for the residential learners is based on the model of Supported Independence, whereby learners live as independent a life as possible but with help and support of RSWs as required, to learn the necessary skills, dependent upon their ability and the age and stage at which they join us. Staff from school often support the students in the evenings with activities and trips. There is a handover from day to residential and residential to day by email with information shared to staff.

The focus for our young people is on preparing for adulthood by learning and practising the key skills. There is a shift to completing tasks more independently and taking more responsibility for their completion. Young people in residential also budget for and cook some of their own meals. Activities are focussed on typical teenage social activities and off-site trips, with the staff encouraging the young people to engage in as many activities as possible. The majority of students are independent in their personal hygiene but do still need reminders. Staff also need to help support these young people with their sexual development and understanding the world of relationships. Staff will focus support on transition onto their next phase of independence which could be living in a supported living environment, college, university or independently. Students should be ready to accept a higher level of responsibility for their actions and for organising their personal space and time.

Local area meetings are chaired at LVS Oxford for professionals working in social care, children's homes, independent special residential schools, academy special residential schools. This is to share good practice and ensure consistency of approach.

INDEPENDENT VISITORS

At LVS Oxford we welcome Independent Visitors from a range of external agencies; we receive unannounced visits six times a year from senior staff at LVS Ascot and/or our governors. We have a local professional working for a local special residential school with a relevant background to complete a further six visits per year. All Independent Visitors' photos are displayed in public areas so that our young people are aware that they can discuss any issues they have with them.

RESIDENTIAL CURRICULUM AIMS

With reference to: LVS Oxford Residential Curriculum Policy

The aim is to support the young people in their care to achieve the following:

Be Healthy

- A healthy lifestyle including a nutritious and balanced diet, exercise, medical assistance and dental care
- To have medical needs and medication regularly reviewed
- To have appropriate care in relation to hygiene and physical comfort
- Comfortable clothes which reflect the learner's age, gender, race and personal preferences
- A curriculum that explicitly includes a range of activities designed to promote physical, emotional and social well-being

Stay Safe

- Not to be exposed to unreasonable risk and have reasonable protection from injury
- Freedom from ill treatment and abuse including the misuse of medication
- Freedom from sexual abuse or exploitation
- Respect by others for a person's cultural and religious background



- Acceptance by others
- A comfortable, clean and safe living environment
- Privacy
- Access to confidential advice and support

Enjoy and Achieve

- To have access to the same range of activities and pastimes as non-disabled people of a similar age and background
- Opportunities for meeting other people including those without disabilities
- To be treated fairly and with courtesy and respect
- To have new experiences and opportunities for learning which are appropriate to the person's interests and abilities
- To have access to a range of social and leisure learning opportunities
- To have access to a range of leisure facilities, hobbies and pastimes

Make a Positive Contribution

- To make choices and contribute to decisions which affect their lives
- Opportunities for religious observance
- Representation where decisions which affect the person are made – either directly or with support from an advocate who is independent of the service provider

Achieve Economic Wellbeing

- A personal space with room for personal possessions
- Opportunities to access independent transport, shopping and money management
- Learn to live as independent adults
- Learn a 'work ethic' and that good work earns benefits via the rewards system