

BLADON HOUSE SCHOOL

part of the SENAD Group

Local
Offer



An Independent Specialist Day and Residential School for
Young People aged 11 to 19 years with
Moderate to severe learning difficulties and challenging behaviour.

**Expect More.
Expect Better.**

What does your school do?

Bladon House School specialises in autism, communication disorders, moderate to severe learning difficulties and associated behavioural difficulties. Through our work we have also developed skills in achieving significant progress and successful outcomes for children and young people with Prader Willi Syndrome.

We offer day and residential placements ranging from 38 to 52 weeks. We can also offer short breaks and extended days for young people placed with us. Each student has their own learning programme which meets each learners needs in an holistic way. Our aim is to support all of the young people in our care to find a way of life that suits them, achieve their maximum possible sense of physical and emotional well-being, be able to self-mange their behaviour and develop their independence skills .

Young people receive specialised input from experienced qualified teachers and care staff and an onsite Health Team including Speech and Language Therapists, an Occupational Therapist and a Physiotherapist.



School contact details:

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Head Teacher

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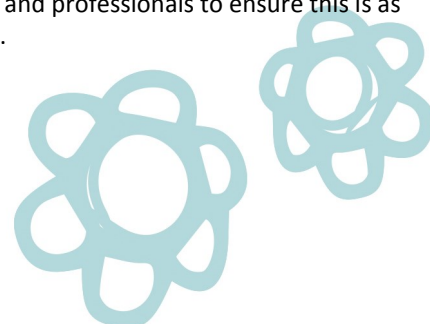
Tel: 01283 563787
Email: bladon.reception@senadgroup.com

How do I get my child a place at Bladon House School?

Please contact us if you are interested in your child having a place at the school.

Caroline Eaton
Group Referrals Officer
Tel: 01332 378 840
Email: info@senadgroup.com

Once we have spoken to your local authority we will carry out a multi-disciplinary assessment to confirm that we can meet your child's needs and if so what education, health and care package would be required. Assessments usually take between one and four days. We will plan your child's transition with you and professionals to ensure this is as smooth as possible.



How is a decision made about the type and level of support my child will receive?

This is determined through the requirements in your child's Statement of Special Education Needs or Education, Health and Care Plan and other information gained during the referral and the assessment process.

After we have assessed your child we send our assessment report to the local authority. This report will give details of the level of support we feel your child requires. The local authority and other agencies then review the report and agree whether or not to fund your child's placement at the school. We will plan the young person's transition with you, as well as professionals to ensure this is as smooth as possible.

How will staff support my child?

Each student is supported by a multi-disciplinary team which includes Care, Education and Therapy. The team sets targets and identifies progress across both academic and non academic areas. These multi-disciplinary programmes ensure a continuity of approach and skills development through a 'waking hours' curriculum. We have a high ratio of staff to students across both education and care and class sizes are small.

All young people have a Placement Plan which includes health and wellbeing. This is reviewed in consultation with the Health and Safeguarding Manager. Each young person is registered with the local GP, Dentist and Opticians. If required they have access to the CAMHS service. We support young people to be active and eat a healthy diet as this is essential in supporting their physical and emotional wellbeing.

The experienced staff team receive comprehensive ongoing training to keep them up to date with latest practice. Young people receive specialised input from an onsite Health Team including Speech and Language Therapists, an Occupational Therapist and a Physiotherapist.

Students who are residential have a Key Worker who ensures that their needs are met and that their voice is listened to. We also have a visiting independent advocate who will represent young people in meetings.



'Pupils experience a wide range of impediments to learning and they are able to make the progress they do as a result of good teaching and effective adaptation of the National Curriculum. Pupils who are new to the school and have experienced disrupted education due to their learning or behavioural difficulties re-engage quickly and make up lost ground well.'

Ofsted Education 2013

How will the curriculum be matched to my child's needs and how do you track my child's progress?

The curriculum is designed to meet the stated needs of individual students, whilst delivering the statutory curriculum to which all children and young people are entitled.

Throughout the curriculum there is a strong emphasis on practical, functional activities incorporating skills for life, enterprise and work related learning.

We offer a range of National Framework Accredited Courses including Entry Level qualifications, Asdan and AQA. Students also have the opportunity to work towards the Duke of Edinburgh Award and take part in the John Muir Conservation Trust.

Targets are set and progress is recorded and evidence collated. Parents and professionals are involved in these reviews. The Statement is reviewed annually in consultation with parents and representatives from the authority. All young people are encouraged to attend their review but in all cases students are asked to provide their views.

How will my child be included in activities outside of the classroom?

Our approach to education ensures that learning experiences extend beyond the classroom and encompass every opportunity for students to develop to their full potential. Students have the opportunity to work towards The Duke of Edinburgh Scheme and take part in The John Muir Conservation Trust.

Supporting young people to enjoy life and to be successful is at the centre of everything we do. We encourage students to pursue their hobbies, as well as supporting them to try new experiences. Evening activities are planned and include youth clubs, swimming, cinema, bowling and eating out. There are also lots of activities to join in with on the School grounds including a gym, soft play area, sensory room and our own youth club facilities.

We have numerous vehicles to allow trips far and wide and we also make use of public transport, to ensure students have the opportunity to learn to travel in a more independent way.

We are committed to ensuring that no young person is stopped from experiencing and enjoying their childhood because of barriers their disability may put in their way.

'Pupils' abilities are assessed at the beginning of their placement and regularly thereafter. Teachers set individual targets for all National Curriculum subjects, while PSHE and citizenship are usefully used to assess abilities and set targets related to personal and social development. These assessments underpin lesson plans so that individual pupils are able to take advantage of the wide range of approaches and strategies and to make good progress in terms of their own abilities.' Ofsted Education 2013

'Effective procedures are used for allocating National Curriculum levels to pupils' performance in the various subjects and the school makes good use of moderation procedures to bring additional rigour to this process.' Ofsted Education 2013



What specialist services, training and expertise are available?

We have an interdisciplinary team consisting of highly skilled and experienced education, care and therapy staff.

As part of their induction all staff undertake a comprehensive induction training programme which includes mandatory training. Staff are given additional training over their probationary period which is specific to meeting the needs of the students. All staff working in Children's Residential services are supported to complete Diploma Level 3 Children and Young People's Workforce. Registered Managers are supported to achieve Diploma Level 5 Leadership and Management in Residential Services. Training is regularly refreshed and any improvements and alterations to best practice are cascaded throughout the school.

We have onsite Speech and Language Therapists and Occupational Therapists. Our Occupational Therapists work with students to help them carry out the activities that they need or want to do in order to lead healthy and fulfilling lives. Our Speech and Language Therapists work with our students to give them skills to access learning, skills to function in society, motivation and confidence to communicate and the ability to generalise their skills in new settings and environments. In addition the Therapists play an important role in the training of all staff. As part of induction new staff have an introduction into the therapy needs of the students. This is followed by further workshops in which staff develop knowledge, strategies and skills for working with specific areas of Speech and Language, appreciating sensory differences and managing students' free time.

We also have a full time Health and Safeguarding Manager who oversees the well-being and health needs of students. This includes person centred planning, medication, health issues and mental health issues. We also have excellent links with the local GP practice, Dentist and Opticians in the local town.

In addition we have a Consultant Psychotherapist visits the school once a fortnight and a visiting team of Educational Psychologists are in the school once a week.

'Teachers make good use of their subject knowledge, as well as their expert knowledge of complex learning difficulties, to enthuse and inspire pupils.'

Ofsted Education 2013

'A dedicated and accomplished staff team provide unwavering care and commitment to all young people, regardless of the challenges they present. Staff are resilient in the face of challenging behaviours. They are conscientious in continuously learning and developing new skills and knowledge. They are persistent in finding solutions to enable young people overcome behavioural difficulties. Consequently, they are highly effective in enabling young people to progress and achieve.'

Ofsted Care 2014



What support will there be for my child's overall wellbeing?

Residential students have a bespoke care plan built around them. The level of support will be established by the multi-disciplinary team prior to the young person joining the school.

For residential students the pivotal person in the young person's care is their Key Worker. Each young person is nominated a Key Worker prior to their arrival.

The Key Worker will be the main contact for parents or carers, as well as professionals. They will act as an advocate for the young person, as well as their families and will attend all reviews and key meetings about that young person. Each young person has a room of their own, personalised for them with help from their Key Worker, from the start of their time at the school.

Within education, the teacher will provide one to one and group support to students, although all staff have the responsibility to ensure the well being of students. Our Health and Safeguarding Manager monitors medication and the general well being of students. She also provides support to all sites on Healthy School Initiatives.

‘Young people develop a range of self care and independence skills, in line with their age and abilities. Their potential is maximised to enable them to become as independent as possible while at the home. Transitions to adult care and alternative placements are planned in meticulous details. Staff work in partnership with relevant services, attend leaving care reviews and support the young person in moving to new placements.’

Ofsted Care 2014

How will you prepare my child for the next stage of their life?

We understand that changes can be worrying for students and their families and therefore transitions are managed in a timely and sensitive way.

We ensure that students make numerous visits to new settings with their Key Worker. Staff may transfer departments with the student or receiving staff will have had opportunities to get to know the student and have received training to support their individual needs.

From the age of 14 years we start the transition planning process in liaison with parents and professionals. The process involves considering future options and identifying an appropriate ongoing placement that appropriately meets individual needs.

Throughout their time at the school we work to develop life skills to enable students to become as independent as possible as they move into adulthood. This includes building their confidence and self-esteem, developing their communication skills, giving them the ability to self-manage their behaviours and social skills, the ability to keep themselves safe, developing their ability to take care of personal hygiene and shopping and cooking skills.

‘Meticulous health care plans provide clear, up to date guidance for staff to ensure the specific medical, physical and psychological needs of young people are addressed.

Medication is very well managed, with robust administration, storage and recording processes. A skilled staff team successfully promotes young people's health needs. This means young people's holistic health care needs are consistently met.’

Ofsted Care 2014



How do you work with and involve me in my child's placement?

We recognise the important role that you as their parents/family have already played in your child's early care and education. We value your insight and knowledge about your child and the best ways to support them. We work closely with you throughout your child's time at the school.

Parents are integral to our work and we encourage all parents to become fully involved in school life. You will be involved in any decision regarding your child's placement and will be invited to all review meetings. We also welcome parents to visit their child as often as possible.

How accessible is the school environment?

As Bladon House School is a listed building it does not have wheelchair accessibility. Bespoke student residential homes and classrooms on the site are however accessible for students with some physical impairments.

To meet the Disability Discrimination act 2005, we do have an accessibility plan which means that we frequently review how we can increase students' participation in the school curriculum, improve the physical environment and expand the accessibility of the written information available.

Education

Health

Care



Aims of Bladon House School

Our aim is to enable students to:

Find a way of life that suits them

Through personalised learning we provide students with a range of real life experiences and opportunities to explore choice and preferences. Staff work with students to establish the interests and motivators of each young person and then develop these. We offer a practical and functional curriculum with emphasis on skills for life, enterprise and work related learning. Students are at the centre of all planning and whenever possible, are involved in the development and review of their programmes.

Self manage behaviour

Students placed with us show a rapid improvement in their behaviour due to the high levels of support available to holistically meet their needs. The school provides a safe environment and students are made to feel safe and are encouraged to take risks and learn from their mistakes. Each student has a behaviour plan and experienced staff work with the student to give them the skills and strategies to manage their own emotions and behaviour. This is put into practice on both the school site and whilst out in the community with specialist support. We identify strategies of support with an emphasis on the development of new skills, specifically communication, social skills and the self management of behaviour.

Have maximum opportunities for inclusion and independence

The development of communication skills is fundamental to enable students to make choices and develop appropriate social communication skills to allow them to manage when out in the local community. They learn communication and behaviour strategies to make the right choices, with the support of staff. We have developed strong community links and students have the opportunity to be included in community activities as part of education and leisure activities. We run the Duke of Edinburgh Award Scheme and more recently the John Muir Conservation Trust which gives them the opportunity to work with other members of the public as well as fellow students.

Achieve a sense of physical and emotional wellbeing

We have an onsite health team which includes full time Occupational and Speech and Language Therapists. Staff work closely with local healthcare providers including the GP, Dentist, Optician, Psychologist and Psychiatrist to ensure there is an integrated approach to meeting students' medical and therapeutic needs. Students have a healthy and balanced diet. Individual dietary requirements take account of individual preferences, medical and cultural issues. We have a culture in which students achieve and where achievements are celebrated. We develop students' self esteem through consistently positive approaches and frequent opportunities to be successful, to ensure students are given small step goals. Residential students are cared for in nurturing family sized settings. Each student has a Key Worker who advocates on their behalf, providing supported opportunities to develop friendships.



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Expect Better.**