



Policy/Procedure Name:	School Residential Provision Statement of Purpose (Gloucester House)
Policy/Procedure Number:	SMT 001
Date of Approval:	28 th September 2011
Effective Date:	1st September 2011
Revised Date:	September 2026
Review by Date:	October 2027
Policy/Procedure Author:	Head of Quality and Deputy Head of Residential Services
Policy/Procedure Owner:	Principal/CEO
Management Committee Approved By:	TLT
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All School and College Staff
For Information to:	All Trust Staff
Approval requested to upload on the Treloar's Website:	Yes ☒ (tick if requested)
Date of Policy Equality Impact Assessment:	September 2026
Impact Assessment was carried out by:	Lorna Woodcroft

1. Purpose

- This policy describes the Treloar's vision, mission and values.
- It provides an overview of our key priorities as an organisation
- It outlines our student charter, which has been developed in full consultation with our students and how our provision is delivered in order to fulfil the charter
- It describes our Residential provision on Gloucester House, its mission statement and how it complements the life of Treloar School
- It illustrates the staffing structure within the School and College in the form of a line management organogram

2. Vision, Mission and Priorities

Vision

'A world where physically disabled young people take control of their lives and achieve their aspirations'

Mission

To enable physically disabled young people to achieve their aspirations by:

- Providing personalised learning, therapy and care
- Supporting transition into adulthood
- Promoting independence and inclusion

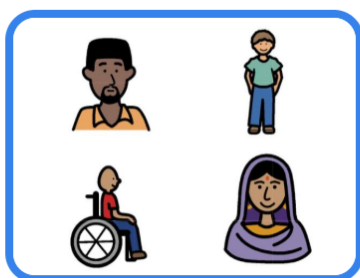
Values

- We are inclusive
- We act with integrity and respect
- We strive for excellence

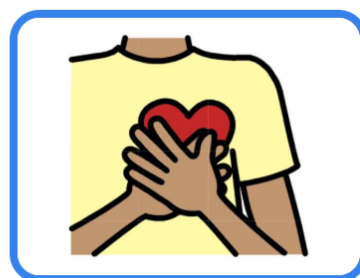
Our Values



We strive for excellence



We are inclusive



We act with integrity and respect

Treloar's Strategic Priorities 2027 - 2030

Changing the World

We will share our expertise and experience to improve outcomes for young physically-disabled people beyond Treloar's.

- Establishing an external training service.
- Share our expertise more widely via consultancy and events.
- Engaging in research opportunities.
- Partnering with future living providers.

Building our Teams

To help to deliver outstanding outcomes for physically-disabled young people with complex needs, we will increase our focus on recruiting, retaining and upskilling staff that we need to deliver our aims.

- Developing a staffing model that enables students to flourish while making best use of our resources.
- Reinforcing a positive and inclusive staff culture.
- Ensuring our pay and conditions are competitive.
- Maximising the use of our staff accommodation.
- Stimulating more interest from the local employment market.
- Recruiting more interns, volunteers and specialist SSAs.
- Reviewing our management training to ensure managers have the skills and outlook to develop staff and manage change effectively in a dynamic environment.
- Upskilling staff to maximise opportunities presented by digital transformation and AI.

Transforming the Infrastructure

We will ensure that demand for places remains high and that we deliver high quality, value-for-money provision. We will embrace innovation and we will secure the resources that we need to remain sustainable.

- Launching a new IT strategy which addresses our ageing business systems.
- Reviewing our cyber security framework and implementing a strategy to minimise risks in the context of evolving threats.
- Producing a plan for short, medium and long-term campus development reflecting changes in demand and student need.
- Achieving ambitious carbon reduction targets.

Investing in the future of Physically-Disabled Young People

We will work to create a safe and sustainable physical environment and digital infrastructure where young people can thrive in a world of changing opportunities and threats.

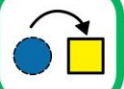
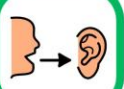
- Ensuring our assessment and onboarding processes are fit-for-purpose.
- Building our legal expertise to better support young people and their families.
- Reviewing our staffing skills mix.
- Reducing operational overheads and developing a more sustainable costing model.
- Relaunching a marketing plan.
- Developing and delivering an ambitious fundraising strategy which better reflects the environment in which we operate.

2. Treloar School Student Charter – Three versions to meet the needs of students on different pathways



TRELOAR'S SCHOOL STUDENT CHARTER
We know we have the right:



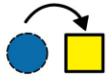
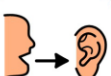
	to have good relationships with others, be treated well and not hurt by others		to have fair rules that everyone sticks to
	to make our own choices with the right information and support		to learn and be treated in a way that works for us individually
	to have care that meets our needs and have equipment that helps us be as independent as possible		to be involved in decisions relating to school life
	to have help to plan for our futures, education and life		to have our achievements identified and celebrated in a way that us and our families recognise
	to communicate in our own way and for people to hear what we say		to be safe, comfortable and happy
	to be respected for who we are as individuals		to be able to make friends and socialise with them



TRELOAR'S SCHOOL STUDENT CHARTER

We know we have the right:



	to have good relationships		to have fair rules
	to make our own choices		to be able to learn in our own way
	to have care that is right for us		to be involved in choices about school
	to have help to plan for our next steps		to celebrate all the things that we can do
	to communicate in our own way		to be safe, comfortable and happy
	to be respected for who we are		to be able to make friends and spend time with them

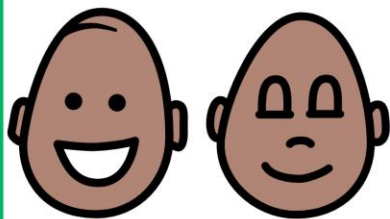


TRELOAR'S SCHOOL STUDENT CHARTER

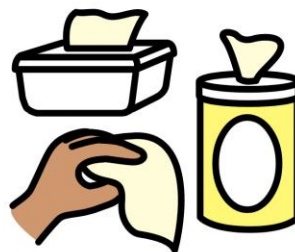
We know we have the right to:



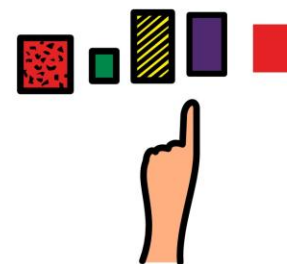
be happy and safe



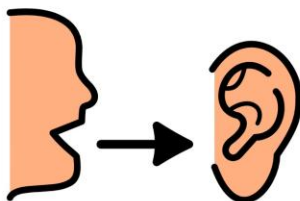
have good care



make choices



communicate



good relationships



be respected



3. This is how we deliver our Student Charter

 <p>Be listened to and have a way to communicate</p>  <p>Be involved in all aspects of School and College life and to help make decisions</p>	<p>All students have support and input from the Speech and Language Therapists to ensure that they have a communication method suitable to their requirements. These specialist staff fully assess students and create a detailed communication support plan and relevant care needs within the student YPP for staff to follow.</p> <p>Staff receive comprehensive training on the range of communication methods and needs of our students.</p> <p>The students have half termly meetings with their Team or Deputy Team Leaders on Gloucester House where they are able to discuss any concerns, their choices for activities and receive information regarding fire procedures, safeguarding, new systems in the house and staff.</p> <p>). On each Nourish record for mealtimes the students are asked to comment on their food and if they enjoyed it There is also a termly food forum that students are able to attend.</p> <p>All students are provided with an easy read version of our Complaints procedure. All formal complaints are dealt with by the Head of Safeguarding.</p> <p>We actively promote a range of staff; students can go to if they have any concerns or questions.</p> <p>Students can also talk to our independent visitors and our independent person.</p> <p>There are half termly meetings of the Student Council, where students can participate to ensure that their views are listened to and influence school provision Student Council reps invite managers from across the school to their student council meetings to hear their views and ask them questions.</p> <p>We have School Student Leaders who are elected by the rest of the school student population who meet regularly with the School Management team.</p>
	<p>All students have a small team of staff around them for their care delivery. They each have a named Residential Team Leader and allocated staff. The staff are trained and experienced; their skills are student centred to meet complex health needs, holding relevant qualifications in health and social care.</p>



On Gloucester House we offer students the opportunity to stay on a term time basis up to five nights per week (Sunday to Thursday night), or to join us as a day student. Some students stay for regular respite nights each week (1 or 2 nights). We also offer regular short break weekends, every other weekend.

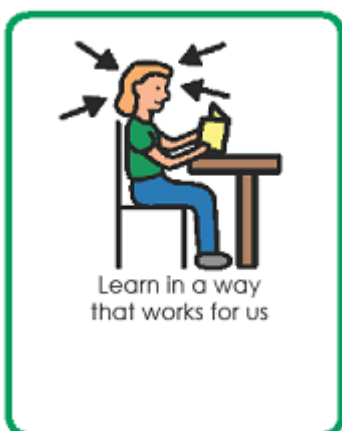
We have well-appointed and accessible residential accommodation available. Gloucester House, has both a playground and a sensory garden. The rooms are organised into wings, each with its own sitting room to encourage socialisation and maintain a smaller social grouping.

College students are accommodated on other CQC registered houses depending on their care needs, their curriculum pathway, their aim of placement and their residential package.

We welcome students from the local area who attend on a day student basis only. Students usually arrive on transport provided by the local authority or with families/care staff.

Secondary School Day students, once on campus they will join the life of the School as if they were residential with full access to all of the facilities. Many day students are able to take the opportunity to stay on campus either mid-week or over a weekend in their assigned residential house as respite/short breaks (as described above).

The students are involved in setting up their Young Persons Plan - YPP (care plan) and have regular reviews with their Team Leader. The Team Leaders work closely with the family as part of the transition from home, to ensure that all needs are met in line with the student's preferences. Students have Keyworkers who support them with day to day living, gaining independence and completing their IEP targets, linked to their EHCP outcomes.



Technology can address many of the challenges our students face. We are committed to ensuring every student will have access to appropriate technology to enhance and support their education and independence.

Our Technology Team work together with our Education, Residential and Clinical teams to improve the quality of each student's life through effective use of technology. The resources include a wide variety of interactive learning resources including student allocated iPads, as appropriate. These enable students of all ages and abilities to more fully participate in education, learning and leisure.

All students have a technology assessment when they start at Treloar's. The Assistive Technology team devises, sources,

	<p>adapts or manufactures solutions to improve independence and help students engage in their education. Examples of this include eye gaze technology to control a computer, 3D printed glue stick holders for more independent art work and mounting switches for accurate wheelchair driving.</p> <p>We have WiFi across the whole of campus, including the Residential houses, allowing students to use their own devices to keep in contact with home and their friends.</p> <p>Each student completes an E Safety assessment with their tutor on an annual basis, which informs their support need and access levels.</p>
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Each student has a named multi-disciplinary team (MDT) based onsite who work with them to understand them personally, support them and enable their education and daily life. The team meet weekly to update their student's achievements toward their targets and review goals for the future.

The MDT process is co-ordinated by the Student Progress Coordinator (SPC) and focusses on the student's aim of placement, linked to their EHCP outcomes. Each MDT will consist of: SPC; Form Tutor; Residential Team Leader; Physiotherapist; Occupational Therapist; and Speech and Language Therapist, House based Nurse and Dietician. Other specialist staff will be called on if required.

We provide an excellent health care service to students throughout term time across the academic year. Qualified nursing care is available 24-hours a day, 7 days a week.

Physiotherapy provide a 24 hour on call system to support students' respiratory needs

Gloucester House has a team of house-based nurses and HCA. Each student has a named Nurse who is part of the students wider MDT.

Contracted GPs from Farnham Dene GP Surgery run onsite surgeries on four weekday mornings for those registered with their surgery.

Many students have complex nutritional needs, requiring specialist dietetic care. Our dietitians work closely as part of a student's multidisciplinary team, liaising closely with our catering department in planning student menus as well as with our nurses and medical officers to ensure that a student's nutritional needs are met.

We believe that emotional health is just as important as physical health and academic achievement. Trained staff are available to support students through counselling, psychotherapy, play therapy or music therapy.

Every student has an Emotional Support Plan (ESP) written by their MDT with input from their families and the student (where appropriate)

	<p>Some students have an enhanced version of this plan call a Behaviour Support plan (BSP). If students need this enhanced plan, our Behaviour Support Leads will assist the MDT in developing this for the student</p> <p>Treloar's employs large teams of therapists who work onsite to meet the needs of our students. They are both proactive and reactive in the work that they do. Being based on site means that therapy is integrated throughout the student's day, supporting and enhancing their learning both in class and during break times, care and on the residential house.</p> <p>Occupational Therapy: All students are assessed when they arrive and are assigned a named therapist. The OT team offers a holistic approach which aims to meet the child's' ongoing health and physical development needs. We recognise the individual requirements of all children and offer individualised OT programmes. Intervention includes assessment of appropriate equipment and strategies to help in the management and development of personal care, educational access, sensory skills, fine motor skills, mobility and independent living skills including community access.</p> <p>Physiotherapy: Every student has a named physiotherapist who creates bespoke treatment, postural management and mobility programmes. These then form the basis for treatment and are, where possible and appropriate, integrated into all areas of School life.</p> <p>Speech and Language Therapy: Therapists work with students who have difficulties with their communication skills to help to optimise their ability to access education, build social relationships and develop independence skills. They also play a key role in ensuring that a student's eating, drinking and nutritional needs are safely met.</p> <p>In addition, we offer support for students who have visual or auditory difficulties through specialist advisors in these fields.</p>
	<p>The celebration of student success and progress takes place all of the time across the School and is embedded into everyday activities.</p>

 <p>Have our achievements identified and celebrated in a way in which we and our families recognise</p>	<p>Students have merit books where merits can be collected both in school and in the residential house. Merit certificates are given out at the end of term in assemblies</p> <p>There is a weekly award for both the residential and day students that is presented and celebrated each week in assembly</p> <p>Older students attend their MDT meetings where progress against their targets are regularly reviewed and celebrated</p> <p>Students are actively involved in their annual student review – included submitting a student contribution of their choice</p> <p>Student WOW moments are recorded within their incidental learning log on Databridge</p> <p>Students take part actively in sports, either through their curriculum or in social clubs, and many excel in their chosen sport including Boccia, athletics, and swimming. Various Treloar's teams compete each year in both regional and national level championships, winning a healthy complement of medals. Taking part in sport is not just about winning medals but rather ensuring that all students are able to participate, stay active and enjoy competing.</p> <p>The range of activities open to students through the week and during the afternoons and evenings includes, dungeons and dragons, , iPad Club, Arts & Crafts, Discos etc. . Each activity is supported by trained staff and activities are reviewed on a regular basis.</p>
 <p>Make our own choices, with appropriate information and support</p>	<p>All students are fully supported by their MDT and other staff who work with them to be actively involved in making informed choices about their lives.</p> <p>Our focus is always on preparing students for Life after Treloar's and giving them the skills and confidence to achieve their full potential. This includes their rights, responsibilities, self-advocacy skills and making choices.</p>

 <p>Be respected for who we are</p>	<p>Treloar's is committed to both the elimination of unlawful discrimination and the positive advancement and celebration of equality, diversity and inclusion.</p> <p>We will not tolerate unfair or unlawful treatment on the grounds of disability, gender, transgender, marital status, race, colour, ethnic origin, socio-economic background, sexual orientation, age, nationality, trade union membership and activity, philosophical, political or religious beliefs or unbelief, and pregnancy/ maternity.</p>
 <p>Fair treatment and fair rules that everyone sticks to</p>	<p>We will continue to work towards an environment where mutual cooperation, respect, dignity and trust are fostered</p> <p>All staff ensure that fair treatment is given to every student.</p> <p>There are school rules that all students are made aware of from admission and reminded of when necessary.</p> <p>Students are involved developing and regularly reviewing the student charter.</p>

4. Gloucester House Mission Statement

Gloucester House has a warm and friendly environment where the aim is to introduce residential living to young people to enable them to access education alongside therapies.

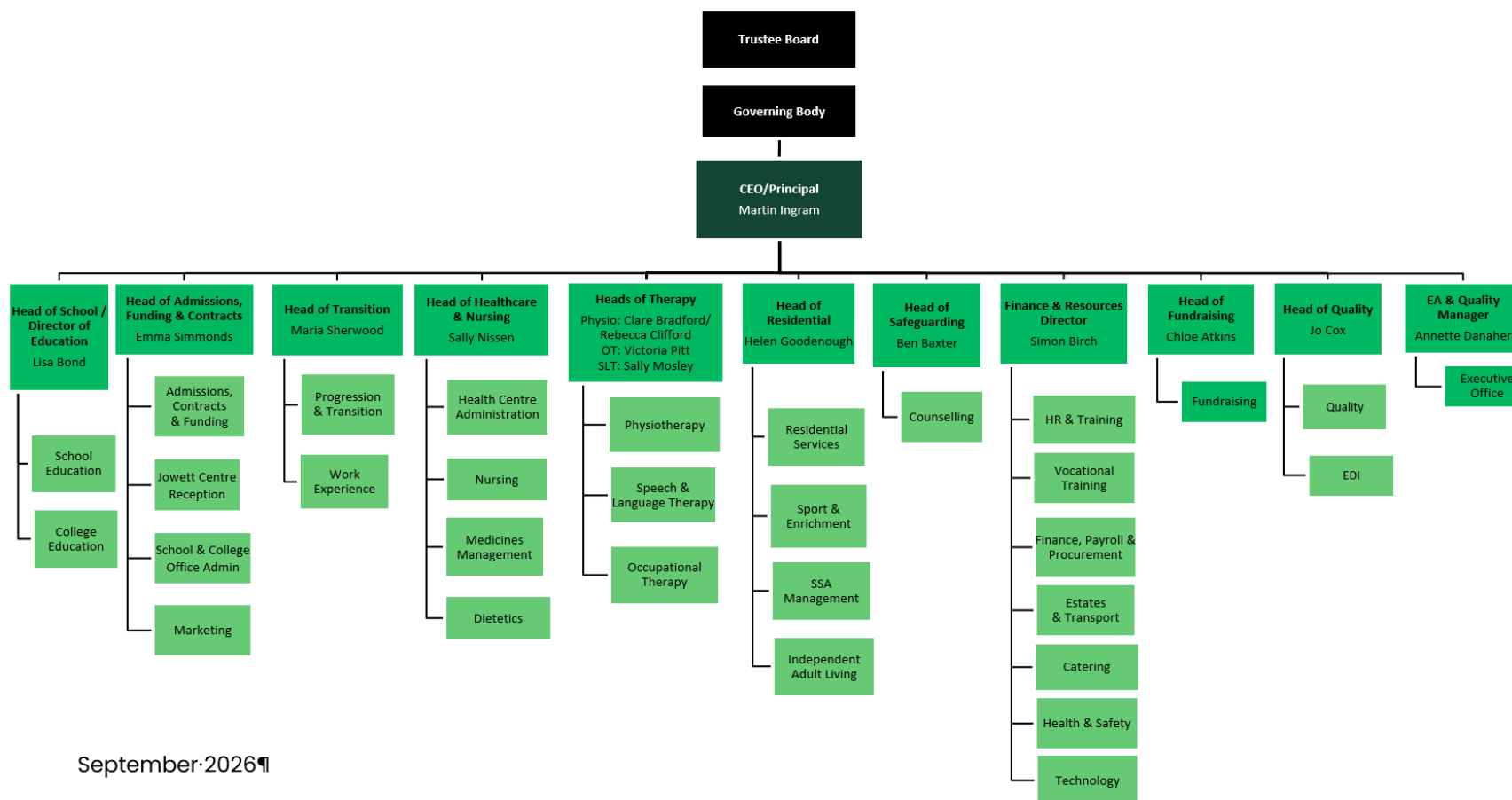
The staff team work closely with parents to ensure that the transition from home to boarding, is smooth and effective. We aim to provide an environment where young people can develop socially and emotionally, enjoying interaction and inclusion regardless of their ability.

The young people are given the opportunity to engage and participate in a range of social activities during the evenings and alternate weekends enabling them to socialise and have fun together.

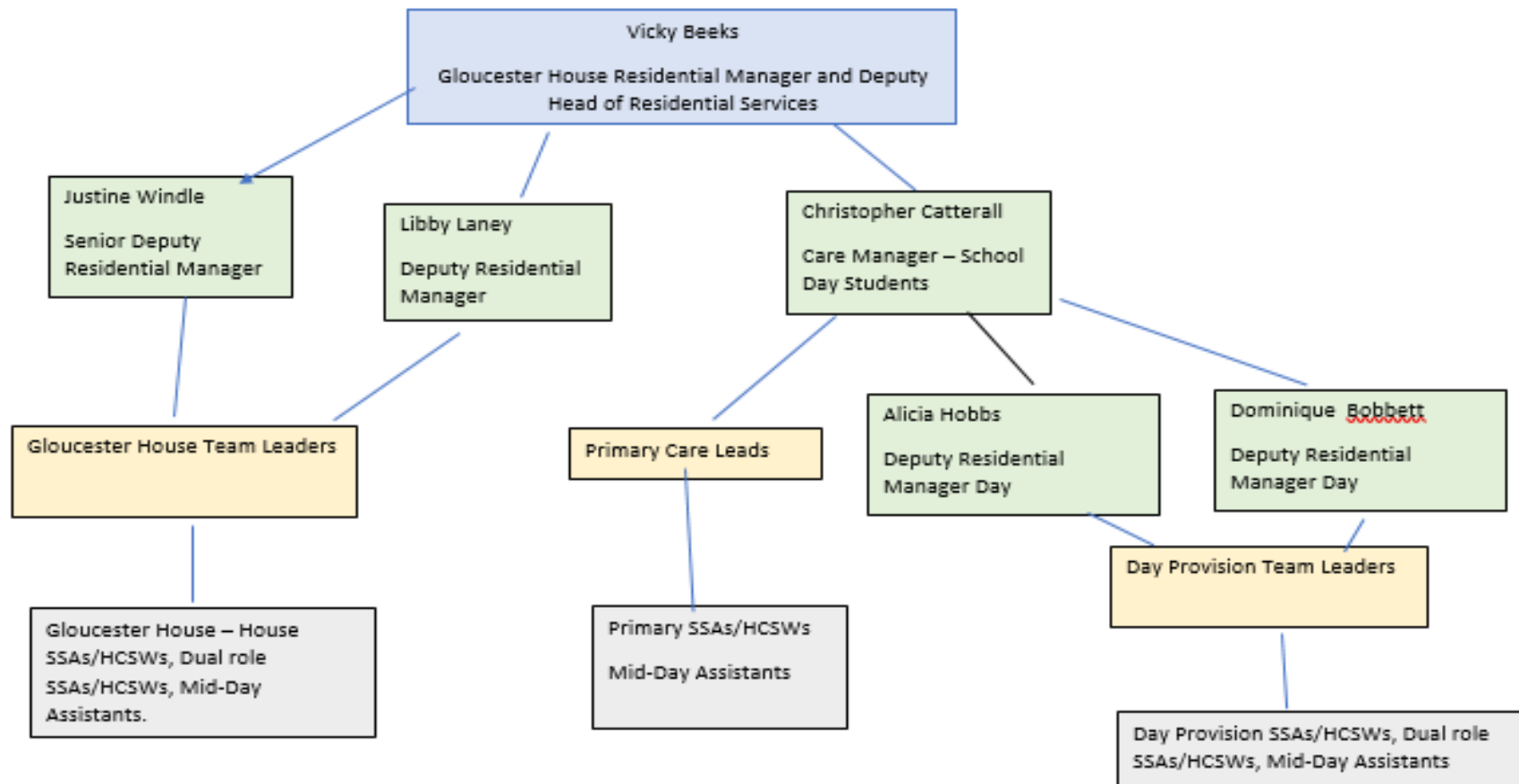
Our trained, experienced staff give our students the support and opportunities to make progress in learning to develop independence skills in preparation for their future. This is the beginning of the learning journey, providing them with the life skills that they need to live as independently as possible in the future.

5. Treloar's Organisation Structure

Treloar's Organisation Chart



6. Gloucester House Staffing Structure



Policy/Procedure Communication and Implementation Action Plan

	Action	Responsibility
1	Ensure that all managers, staff and volunteers of Treloar's have access to the Policy.	TLT/SMT
2	Ensure that existing managers, staff and volunteers are made aware of the policy, and are briefed on and understand it, and know where to access a copy.	All Managers
3	Ensure that all new managers, staff and volunteers are made aware of the policy, and are briefed on and understand it, and know where to access a copy.	Training Manager
4	Ensure that all managers, employees and volunteers of Treloar's have access to the related plans as appropriate.	All Managers

Links to other related policies and procedures:

Not Applicable

Further sources of information:

- Treloar Strategic Plan

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Statement of Purpose – School Residential Provision (Gloucester House)				
Name of Assessor / Author /Lead	Lorna Woodcroft				
Start Date	22/10/24				
This EIA is being undertaken because it is:	<ul style="list-style-type: none"> A result of a policy revision 				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions, please contact EDI Co-ordinator or Head of Quality for further support.					
Has the screening identified the policy as having relevance to the any of the following groups?					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes ☒ No ☐	
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes ☒ No ☐	
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes ☐ No ☐	
Date of Screening				22/10/24	
Approval by EDI				Lorna Woodcroft	
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				Yes ☐ No ☒	