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| Policy/Procedure Name: | School and College Statement of Purpose V6 |
| Policy/Procedure Number: | SMT 001 |
| Date of Approval: | 28 th September 2011 |
| Effective Date: | 1st September 2011 |
| Revised Date: | 15 th March 2018 |
| Review by Date: | 15 th March 2020 |
| Policy/Procedure Author: | Principal |
| Policy/Procedure Owner: | Principal |
| 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 Website: | Yes <input type="checkbox"/> (tick if requested) |
| Date of Policy Equality Impact Assessment: | Sept 2011 |
| Impact Assessment was carried out by: | SMT |

Purpose

The purpose of this Policy is to record in one place key elements of the School and College Strategic Plan (collectively referred to as the 'Statement of Purpose') to provide students, parent, staff and external stakeholders with easy access to the key tenets of our plans for the future.

Should any more detail be required concerning the plans that underpin delivery then the Principal's Office should be approached.

Treloar Trust Charitable Objects

The relief of persons with disabilities (whether physical or otherwise) ('Beneficiaries')

Vision

To create a world where physically disabled young people learn to take control of their lives, and dare to dream

Mission

To remove barriers and provide opportunities for physically disabled young people to learn, develop independence and realise their potential - through one nationally recognised centre of expertise, which is the hub of Treloar's education, support and other services

Values

- *Working together*
- *Embracing continuous self and team improvement*
- *Acting with integrity*
- *Respecting diversity and each other*
- *Commitment to delivering excellent services*

Strategic Priorities

1. To deliver outstanding provision and the best possible outcomes.
2. To recruit increasing numbers of students across the School and College
3. To offer improved value for money and secure financial stability supported by increasing fundraising and non-core business.
4. To increase the number of beneficiaries working in partnership with others to enhance provision and promote equality of opportunity for people with disabilities.
5. To recruit, build, develop and retain a team of high performing staff supported by

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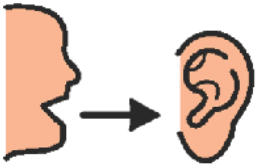
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Treloar's Charter


We know we have the right to



Be listened to and have a way to communicate



Care that meets our needs and a say in how people help us




Learn in a way that works for us



Be safe, comfortable and happy and have equipment that helps us to be as independent as possible



Have our achievements identified and celebrated in a way in which we and our families recognise



Make our own choices, with appropriate information and support



Be respected for who we are






Fair treatment and fair rules that everyone sticks to



Be involved in all aspects of School and College life and to help make decisions

This is how we deliver our student charter

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|  <p>Be listened to and have a way to communicate</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.</p> <p>Staff receive comprehensive training on the range of communication methods and needs of our students</p> <p>The students have half termly group meetings with their Team Leaders 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>There is a dining room comments book for the students to enable them to give feedback regarding the food provided and/or the service.</p> |
|  <p>Be involved in all aspects of School and College life and to help make decisions</p> | <p>All students have complaint cards which are available in a symbolised version if required; these can be filled in anonymously and posted into the complaints card box. All complaints are dealt with by the Head of Safeguarding.</p> <p>We actively promote a range of staff student can go to if they have any concerns or questions.</p> <p>Students can also talk to our independent visitors (governors) and our independent person.</p> <p>There are half termly meetings of the student council and Eco council and annual student voices conference where students can participate to ensure that their views are listened to.</p> |
|  <p>Care that meets our needs and a say in how people help us</p> | <p>All students have a small team of staff around them for their care delivery. They each have a named 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> <p>We offer students the opportunity to board, either full-time or part-time, or to join us as a day student.</p> <p>We have well-appointed and accessible residential accommodation available. Younger students are accommodated in Gloucester House, which 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. Older students are accommodated on other houses depending on their care needs and their residential package. We welcome students from the local area who attend on a daily basis. Students usually arrive on transport provided by the local authority or with families/care staff.</p> |

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| | <p>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.</p> <p>The students are involved in setting up their Young Persons Plan (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.</p> |
|  | <p>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 Hub comprises staff from five departments who work together to improve the quality of each student's life through effective use of technology. The resources range from a state-of-the-art library, to a wide variety of interactive learning resources, to class sets of iPads. These enable students of all ages and abilities to more fully participate in education, learning and leisure.</p> <p>All students have a technology assessment when they start at Treloar's. The Assistive Technology team devises, sources, 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> |



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 regularly to update a student's achievements toward their targets and review goals for the future.


The MDT process is coordinated by the Progress and Transition Coordinator (PTC) and focusses on the student's aim of placement. Each MDT will consist of: PTC; Form Tutor; Student Support Assistants; Residential Team Leader; Physiotherapist; Occupational Therapist; and Speech and Language Therapist. 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. GPs from Odiham Health Centre 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. Our chaplain supports students in their pastoral care and various elements of the curriculum. We also have an educational psychologist as well as a Behavioural and Emotional Support Team (BEST) to help when emotional or behavioural issues arise.

Treloar's employs 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. Occupational Therapy: All students are assessed when they arrive and are assigned a named therapist whose aim is to help them to be as independent as possible in every aspect of their life, from completing tasks for themselves to developing their directing and self-advocacy skills. 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

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| | <p>life. 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 is takes place all of the time across the School and is embedded into everyday activities</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>During house activities, awards are given weekly for progress made and interacting in activities.</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 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</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, swimming and new-age kurling. 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>Enrichment</p> <p>The range of activities open to students through the week and during the afternoons and evenings includes wheelchair hockey, kayaking, choir, iPad Club, Arts & Craft and Youth Club. Older students are also able to take part in the Duke of Edinburgh’s Award scheme. During their time at School, most students are also able to take part in a very</p> |

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| | <p>exhilarating off-site residential trip. 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>We will continue to work towards an environment where mutual cooperation, respect, dignity and trust are fostered</p> |
|  <p>Fair treatment and fair rules that everyone sticks to</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> |

Policy/Procedure Communication and Implementation Action Plan

| | Action | Responsibility |
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| 1 | Ensure that all managers, staff and volunteers of Treloar Trust 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 Trust have access to the related plans as appropriate. | All Managers |

Links to other related policies and procedures:

Not Applicable

Further sources of information:

- Treloar's Strategic Plan September 2015 and Summary (published September 2015)

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.