



## **MOOR HOUSE SCHOOL & COLLEGE**

### **Residential Care - Statement of Boarding Principles and Practice**

#### **2024**

Objectives within Residential Care are underpinned by the aims outlined in the Statement of Purpose of the School & College. As such, all that we do can be linked to these. We believe in the principle of learning through living and to achieve this principle we aim to:

#### **Provide a safe, happy and nurturing environment:**



Moor House School & College residential provision provides a warm, friendly, inclusive and welcoming environment where great importance is attached to pastoral care, pupil wellbeing and to being a supportive and tolerant community where students feel safe in their surroundings.

All residential living areas provide single bedroom accommodation with their own bed, wardrobe and desk area. Boarders like to personalise their areas with posters, photos and duvets from home. During the night, waking-night staff are on duty to provide support for students as and when required. Most children board on a Monday to Friday basis however we are able to support students who travel in from long distances on a Sunday evening. In exceptional circumstances we may offer respite to some of the day students at Moor House.

The boarding provision provides a platform for students to engage in real life learning opportunities that are both stimulating and enabling. Boarding allows your child to develop a sense of independence that day education paths cannot always offer. If your child is away from home, they can't be reliant on others all the time; they must start taking daily tasks and activities upon themselves, for example getting up on time in the morning and being prompt for lessons. While boarding gives children the opportunity to feel independent, they aren't completely alone. They can develop independence with the help of a supportive network of peers, tutors, and the residential team. Staff support students to understand risks and how they can keep themselves safe both inside and outside the home. Staff also support the students to understand how to protect themselves, feel protected and be protected from significant harm. Each child has a dedicated support network around them and each child has a nominated key worker from the residential team who provides individual support to each child in Moor House boarding provision.

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### **Ofsted 2021**

*How well children and young people are helped and protected:*

*Outstanding*

*Residential students' safety and well-being is at the center of practice in this school and college. All members of staff, from across all disciplines, know the vulnerabilities and strengths of each student. As a result, students receive bespoke support, guidance and nurturing to enable them to develop their skills, knowledge and confidence to move forward to reach their potential in terms of being able to live as independently as possible.*

*Emotional safety is promoted to an excellent standard. Staff are alert to any situations or ongoing events which can affect a residential student's stability and well-being, and the support they receive is exemplary.*

### **Ofsted 2022**

*The whole school has a clear understanding of the importance of safeguarding and the need for vigilance by all members of staff.*

### **Become confident and independent members of society**



Carefully thought-out plans, across the specialisms, break down life skills into manageable steps. The Wheel of Independence™ and the Compass of Independence™ framework are life-skills based programmes of learning that enable students to increase independence in the following areas: activities of personal and domestic living, travel, safety, functional academics, time management, food preparation and nutrition, budgeting, studying, domestic activities, managing medical needs and identifying and participation in leisure activities. Progress is monitored and evaluated through individual targets, individual and shared observations and collaborative working within and between departments.

### **Ofsted care report 2021**

*Overall experiences and progress of children and young people:*

*Outstanding*

*The support that students receive in developing life skills and independence is exemplary. Staff consistently hold in mind each student's future and how to help the students move on successfully. Many students go on to attend external college and gain employment. These achievements are remarkable when bearing in mind their starting points.*

### Ofsted care report 2022:

*Children who attend the residential provision all have enhanced school-life experiences. Close working with the therapy team has supported children to build their confidence and skills in accessing community resources, and the results have been life changing.*

### Ofsted Care Report 2023

*Children understand their goals and targets and the steps needed to help them achieve these. There is a good multi-agency approach across the school that sets, tracks, and reviews outcomes for children. This is helping the children to achieve at a pace that is well suited to their needs and abilities.*

## **Develop and increase capacity for positive social interaction and communication:**



We recognise the importance of appropriate social communication. Opportunities for learning are provided through structured activities, supported study, meal times, focus groups, group meetings, enrichment activities and unstructured time. Games and activities provide further opportunities to develop speech and language, fine and gross motor skills in a subtle and fun way.

We recognise the need for local community inclusion and we ensure all children and young people are given the opportunity to do so. Amenities such as the cinema, theatre, shops, parks, walks, bowling and horse riding are amongst some of the available off-site activities.

### Ofsted 2023

*Children feel valued and listened to by staff who care for them. Staff sensitively encourage the children to participate and share their thoughts and feelings in daily meetings and key-working sessions. This helps the children with their target objectives and future planning needs.*

*The speech and language team work in collaboration with the residential care staff and has established effective communication between home and school staff. There are weekly meetings to discuss children's progress and targets and a joint effort to look at how these targets can be met. Additionally, support can be personalised to help the children manage shared living and relationships*

## **Develop emotional resilience:**



Through 1:1 pastoral support, role-playing, group and enrichment activities students are

supported to learn more about themselves and consequently prepare them for the wider world. Key-workers provide support for students to develop strategies to help regulate emotions and responses, both in private and in social settings with the aim of increasing underlying levels of self-worth and esteem.

*Ofsted 2023*

*Parents' feedback is unanimous in the support their children receive from staff to help them succeed and achieve. One parent shared, 'Our son regards both his residential friends and staff as extended family, showcasing the deep bonds and supportive environment the residential team harbours.'*

### **A sense of belonging**

When living and studying in the same place, the students at Moor House School & College develop a sense of belonging which in turn can help them grow as a person. A sense of belonging promotes children's wellbeing and has a positive impact on their learning. A sense of belonging is enhanced by environments where children are given the opportunity to feel connected, where they know they are listened to, valued, and supported.

Boarders are consistently involved in extra-curricular activities. This involvement has positive effects including that sense of belonging, academic outcomes, and social outcomes. Extra-curricular activities allow students to identify with and feel part of their community.

Boarding at Moor House School & College further enhances a sense of belonging with its routines and traditions. Even something as simple as sharing meals together brings boarders a sense of togetherness and connectedness.

*Ofsted 2023*

*Children speak greatly of the experiences and care they receive when staying at the school. They build long-lasting friendships that help them to develop a sense of personal identity and belonging.*

### **Build and maintain good relationships and friendships:**



Staff are skilled in understanding the range of influences that friendships can have and encourage those with a positive impact. The students are supported to develop understanding and empathy towards each other, positive relationships are reinforced, praised and encouraged. The development of safe, stable and secure relationships with staff are central to the ethos of the residential homes and enable staff to build constructive and warm relationships with the students that actively promote positive behaviour.

*Ofsted Care Report 2022*

*Children make lifelong friendships as a result of attending the residential provision.*

### **Making friends for life**

How many children get the opportunity to live and study with their peers? This is one of the main benefits at Moor House School & College boarding provision. On one hand, you want your child to develop academically but developing social skills is equally as important. Moor House School & College boarding provision gives students the chance to integrate with others inside and outside the classroom and offers a whole range of clubs, activities, and games to participate in. The Boarding Houses at Moor House School & College are inherently social with boarders sharing homes and socialising in shared common rooms.

#### *Ofsted 2021*

*Overall experiences and progress of children and young people:*

*Residential students' feedback is unanimously positive and reassuring. Some are able to make friends for the first time in their lives and can take part in enriching activities and experiences they had not been able to do prior to their arrival. They become accepted and valued members of their community. Parents report that their children see the school and college as a family and one student described his fellow residential students as 'brothers'.*

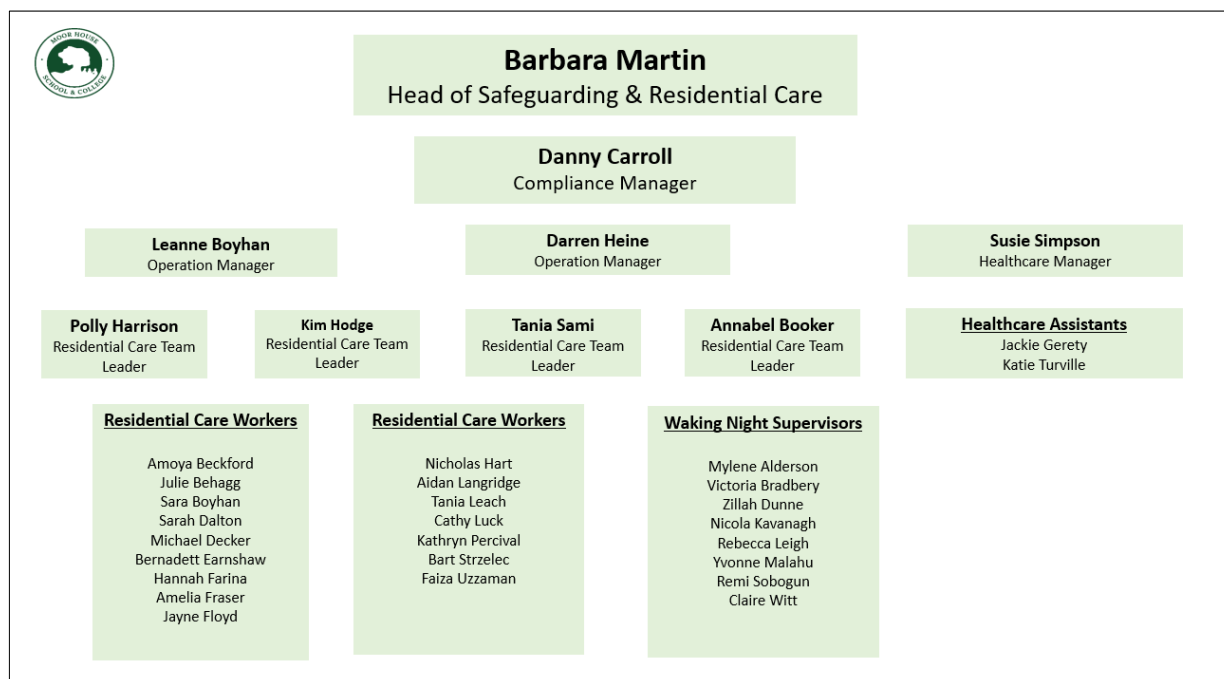
#### *Ofsted 2023*

*The speech and language team has worked alongside the residential staff to establish boundaries in relationships and communication for some children to support relationships to flourish. well suited to their needs and abilities.*

### **Builds a sense of personal responsibility**

What better way to prepare for the future than to live away from home? Most young people don't get this opportunity until at least college or university age. Moor House School & College boarding provision provides a head start on this, which can help to build a sense of personal responsibility. Boarders are ultimately responsible for the actions they take, from organising their weekly schedules to getting their homework done on time.

## Staffing Structure



All residential staff receive regular half-term supervisions in addition to annual appraisals

*Ofsted 2021*

*The effectiveness of leaders and managers: Outstanding*

*Residential students are guided and nurtured by a team of multi-disciplinary staff who work diligently and tirelessly to ensure they develop and progress to their full potential. Leaders and managers, as well as governors, are ambitious for the students in their care and expect high levels of performance and quality at all levels. This sense of ambition is common across the school and college, with students' progress and safety being at the center of service development and practice.*

*Ofsted 2022*

*Leaders are highly inspirational about the residential provision. Information-sharing is prompt and centered around the child.*

*Internal monitoring is highly effective. The residential development plan is ambitious with regards to driving improvements, with the children's experiences always at the heart of key decisions.*

*Ofsted 2023*

*The head of care is passionate about the children in the school and knows them individually. Her ambitious development plan clearly sets out her high expectations and standards of care for the children. This is having good outcomes for children such as wider connections in the local community, recognition awards and additional after-school clubs for the children.*

**Barbara Martin**  
**September 2024**