



SHAPWICK SCHOOL



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COMMITMENT ACHIEVEMENT RESPECT EMPATHY SELF ESTEEM

Statement of Purpose Incorporating Boarding Principles & Practice

Specialist Education & Boarding Services in Dyslexia, Dyscalculia & Dyspraxia

Co-Ed | 8 – 19 |

For Review: September 2019

'The Same Road By Different Steps'



Statement Purpose

Incorporating Boarding Principles and Practice

National Minimum Standard (NMS) Standard 1 (Statement of Purpose)

Shapwick School's Mission and Values

Our Mission

- To provide an educational environment in which young people with dyslexia, dyspraxia and dyscalculia can thrive.
- To instil confidence and raise self-esteem, enabling all students to achieve their potential whilst acquiring the skills which Shapwick School promotes, and upholding the values which it represents.

Our vision is to become a centre of excellence supporting dyslexia, dyspraxia and dyscalculia and associated learning differences.

Our Aims

- to continually develop the positive ethos and learning culture throughout the school community and promote our school values in young people
- to commit to continual improvement and investment to meet the very highest expectations of our stakeholders
- to continually develop a strong and effective partnership with parents, outside agencies and the local community to offer the best quality provision
- to continually promote and celebrate individual cultures and beliefs
- to take every opportunity to reward students and enhance their self-esteem, whilst supporting one another in demanding the highest academic and social standards, to prepare them for the demands of the modern world
- to offer a broad and balanced curriculum, with personalised learning and student outcomes at the centre of what we do

Our Objectives

- For students to demonstrate and uphold our school values; commitment, achievement, respect, empathy, self-esteem

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- For students to acquire and develop four core skills; problem-solving, independence, communication, teamwork
- For students to make expected progress and achieve their individual educational and pastoral targets
- For students to follow a healthy lifestyle to maintain physical and mental well-being
- For students to be well-prepared for their next steps beyond Shapwick and become independent, lifelong learners

Our Philosophy

Shapwick provides cohesive and multi-sensory support for its students, ensuring strong links are sustained between the education, therapy and care teams. Strong evidence through student pathways, outcomes and destinations prove that our young people fulfil their academic and pastoral potential, whilst learning in a safe, structured and nurturing environment.

Our 'same road by different steps' comprises a holistic approach to learning in which are embedded our core values. We aspire for all students to value learning, aspire to excellence and most importantly fulfil their own potential.

Facilities and Services

The school operates on a campus in Shapwick village. Shapwick Manor houses the Manor boarding house and the kitchen/dining rooms. The detached stable block provides accommodation for the various administrative functions including the Reception area and managers' offices.

In close proximity there are a range of classrooms for KS2-4 students, a Sports Hall and Games Room. The school benefits from having a large sports' field and is set in very pleasant grounds.

Two hundred metres away is Church Farm which houses English, Maths, Design Technology, Photography and Art classrooms as well as a number of therapy spaces.

A further 100 metres away is the old village school house that now accommodates the school's Sixth Form Centre. Within it there is a designated room for quiet, independent working and also a room where the main tutoring and support takes place.

Links and contacts with the local community are an essential part of life at Shapwick. The education day is traditionally long as it includes an enrichment/prep slot after formal lessons end. Leisure activity time is available in the week although students look forward to the weekend when they can access local shops and facilities in the surrounding area.

A wide range of sport and leisure pursuits are available on-site or nearby e.g. football, rugby, netball, hand-ball, cricket, rounders, tennis, athletics, sports hall activities, and community/leisure centres.

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The school has a fleet of vehicles to support students in leisure and sporting activities and off-site visits. There is an extensive Therapy Department and students have access to Speech and Language Therapists and Occupational Therapists.

We encourage students to participate and be fully involved in the school community whether they are boarders or day students, through tutor groups, house group meetings and our School Council.

Students have input into the operation of their boarding houses through house meetings, a sounding book, the School Council, the Food Focus group and through suggestions and ideas for consideration made to members of staff.

We actively encourage a healthy lifestyle and a nutritional and balanced diet is provided on a daily basis. All food is locally sourced and organic where possible. We do not procure our food through a large company as this could compromise quality. Shapwick School employs a school medical coordinator who promotes health education.

A school counsellor is available to any students who need this type of support.

1. Name of the Registered Provider:

Shapwick School Ltd

21 Station Road

Shapwick

Somerset

TA7 9NJ

Legal Entity of school:

Limited Company

DfE Registration Number: – 933/6173

Ofsted Registration Number: - URN 123929 Social Care URN SC031481

Proprietor: Justin Harris and Adrian Wylie (Directors)

Address Shapwick School, 21 Station Road, Shapwick, Somerset TA7 9NJ

Name of Principal: Mr. Adrian Wylie

Shapwick School

Shapwick Manor,

21 Station Road

Shapwick, Bridgwater,

Somerset, TA7 9NJ.

Tel: 01458 210384.

Email: office@shapwickschool.com

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**Name and address of the Head of Care:** Mr Gareth Wright

Shapwick School,
Shapwick Manor,
21 Station Road
Shapwick, Bridgwater, Somerset, TA7 9NJ
Tel. 01458 210384

Address of Ofsted

National Business Unit, 3rd Floor
Piccadilly Gate
Store Street
Manchester M1 2WD
Email: enquiries@ofsted.gov.uk

2. Relevant qualifications of the Provider and Head of Care/Boarding

Adrian Wylie: joined Shapwick School at the beginning of the 2014/5 academic year.

He is the Principal and holds overall operational responsibility for the leadership and management of Shapwick School. Adrian is a highly experienced senior leader, having led his most recent schools (prior to Shapwick) to 'outstanding' educational, Ofsted grades. He has more than 26 years' experience of working in special schools as a teacher, a Deputy Head and a Headteacher.

Gareth Wright: joined the school in September 2015. He has worked in the Care sector for 17 years, working for the Cambian Group and the Priory Group in senior managerial positions.

3. Relevant qualifications and experience of the boarding staff team

Job Title	Qualifications	Experience	No. & gender
Principal	BEd, PG Dip, NPQH	SpLD, Autism	1 (M)
Head of Care	NVQ level 5,	Autism, SLD, LD, Dyslexia, Dyspraxia	1 (M)
House Parents (Lead)	QCF level 3 diploma QTS	Dyslexia	3(F) 1(M) 1(M)
Resident Assistant House Parents	QCF level 3 diploma	SEN	3 (M)

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Assistant House Parents	QTS QCF level 3 Diploma	Teaching, SEN	9(M) 3(F)
Head of Therapy	TBA		TBA
Speech and Language Therapists	Dip. CST.B.Sc, Post Grad.Dip. Clinical Communication and Studies, B.Sc Hons Speech and Language Therapy.	SEN, Dyslexia, Dyspraxia, Dyscalculia	3 (F)
Occupational Therapists	DipCOT, British Wheel of Yoga Teaching Diploma, B.Sc (hons) Occupational Therapy, BA (Hons) MA.COTSS; BAOT	SEN, Dyslexia, Dyspraxia, Dyscalculia	2 (F)
Medical Coordinator	Medicine Counter Assistants Course NVQ level 3 in Pharmacy Services Level 2 award in Food Safety in Catering	SEN, Dyslexia, Dyspraxia, Dyscalculia	1 (F)
GP	Edington Surgery		

4. **Boarding organisation**

The boarding environment comprises three separate houses. Each is led by a Resident Houseparent with support from a team of Assistant Houseparents. The environment provides a structured, safe and nurturing home-life at school to ensure the proper care and welfare of boarding students. The provision also aims to support students' personal, social and emotional development.

One of the difficulties students with specific learning difficulties (SpLD) often experience is poor organisational skills. The boarding provision and staff ratios support the students with consistent, clear, familiar routines which will help children develop organisational skills and support students' transition to adult life. Timekeeping, for some young people, can also be an issue; we help students to recognise how long it takes to get ready in the morning and to find ways to ensure they are punctual for school and other important events. We encourage students to tidy and organise their rooms and work spaces so that they know where to find their personal belongings and to put in place helpful routines, for example having their uniform laid out ready on their chair so they can find it in the morning.

Boarding routines also support ongoing independence skills which in turn give the individual self-confidence and raises self-esteem. Within the routines there is opportunity to forge friendships which can start at KS2, continue through KS3-4 and on through 6th form into adult life. An integral part of sharing a room is learning about tolerance, self-discipline, self-awareness, sharing, and respecting each other's personal space and personal belongings.

The boarding houses are organised as follows:

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The Lakes (located in Meare): caters for boarders age 8-13. The boarding accommodation sleeps up to 18 students. The boarding house is run as a family unit by House Parents, a husband and wife team, who take overall responsibility for the boarding house. They live in a separate flat on the second floor of the property and they ensure that all our students are cared for in a nurturing and homely environment.

Assistant House Parents are present in the House on all nights of the week and during Saturday daytime, when full boarders and Houseparents go for planned days out and activities.

In Shapwick village there are two boarding Houses for older boarders:

The Manor (located in Shapwick) is located on the upper floors of the main school building. This boarding house accommodates up to 24 boys in year groups 10, 11 and sixth form. The boarding house is run as a family unit by House Parents, a husband and wife team, who take overall responsibility for the boarding house. They live in a separate flat annexing the dorms and they ensure that all our students are cared for in a nurturing and homely environment.

Greystone Cottage (located in Shapwick) is just across the road from the main school site. It caters for up to 27 girls including those in sixth form who live in **Upper Greystone** (which adjoins the main property). The house is run by a 'Primary House Parent' who has overall operational responsibility for the boarding house. She is supported by a resident Assistant House Parent and they live in an integral flat with their young daughter. The boarding house is run as a family unit where all the students are cared for in a homely and nurturing environment.

There is provision for 9 students at **Upper Greystone** and they are supported by the Greystone House Parents. The girls have their breakfast at the house and travel with the sixth form boys to Bridgwater College.

Boarding Arrangements

Meals are mostly taken at the Manor for all students from Monday to Saturday, with suppers, breakfast and tea on a Sunday provided at the Boarding House.

When students return from school, after tea, they can relax, contact their families and friends, socialise and/or take part in activities.

Activities are organised by duty teaching staff after the school day and on a Saturday afternoon. Boarders finish their educational week at lunch time on Saturday. Activities for boarders are diverse and may include a trip to the cinema, bowling, walking to the local shop, taking a trip to watch a football match or to choosing to stay on site or return to the boarding house to relax.

Sunday trips are organised by House Parents. Students have the opportunity to put forward their ideas. This may be a trip to Bristol, Cribbs Causeway or to the local village for shopping, ten pin bowling at Yeovil or swimming at Strode. The students are taken by school vehicle and staff supervise directly or from a distance according to individual

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needs. We aim to allow students' independence but also to stay in the area in case adult support is needed. House Parents organise a more festive or action-packed activity each term, for example ice skating at Cribbs Causeway before Christmas or a day mountain-biking in Haldon Forest.

Shapwick School offers joint-house, evening, off-site activities such as Air Training Cadets, rugby at Bridgwater, football at Street and horse-riding locally. Students can sign up to their chosen activities and staff will arrange transport.

Student, Boarding House meetings are held half-termly. An agenda is displayed for students to add to and they are all encouraged to take part. We believe student voice is important and we take every opportunity to consult with students about matters that affect them. Students have been asked for ideas about menus, what activities they would like to take part in and are actively involved in our anti-bullying campaigns. They have also make suggestions regarding the sanctions that should be imposed if they do not follow school rules.

There is a 'sounding book' in each of the Boarding Houses for students to make any comments or suggestions. This is checked daily during the evening registration session and any comments or suggestions acted on by staff and students together. We are also developing a system for students to make comments or suggestions via Engage (the Shapwick intranet), using their Shapwick email.

5. **The arrangements for supervision, training and development**

All employees are issued with a job description that clearly defines what is expected of them.

There is robust management of performance for all staff according to the national standards and appropriate to their role. The school has a programme of supervision and appraisal in place for all job roles.

Supervision takes place every 6-8 weeks for all care staff and termly for education staff, though there is continuous monitoring of both. Teaching is observed and assessed, as is how teaching staff plan for lessons and how they measure children's progress and achievement. Teachers have a Performance Management meeting each term and targets are set to develop them as practitioners. Care staff are observed whilst working with and caring for children and all our support staff are also observed in their roles. We do this to ensure that staff are working to a high standard and to ensure that staff continually improve their practice. It also provides both reassurance and a forum for discussion during supervision and appraisal meetings.

Targets for all staff are set, monitored and reviewed.

Induction is provided for all staff and includes Safeguarding, KCSIE (2018), Safer Working Practice and all aspects of Health and Safety training including fire safety, Prevent Duty, Behaviour Management, therapeutic interventions and the administration of medication including individual student emergency protocols where appropriate. There are also

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sessions on SpLD, Dyslexia, Dyspraxia and Dyscalculia, Asperger's Syndrome, Equality and Diversity, Eating Disorders, CSE, communication and school policies and procedures. Boarding staff are expected to complete the level 3 diploma as part of their contract. This is supported both internally and by external assessors. Boarding staff are placed on this course within 3 months of confirmation of their employment.

Appointments to full-time or part-time posts are subject to a probationary period of six months unless their contract or particulars state otherwise. During this time, an employee's progress and suitability for the role is assessed against both the specific requirements of the job specification and other standards which can be reasonably expected by an employer.

Formal probationary meetings take place at least every four weeks leading to a formal review meeting which confirms or terminates the appointment, or (where appropriate) extends the probationary period.

All employees participate in an annual performance appraisal around the time of the anniversary of their appointment.

Teachers' performance review will follow the procedure for Teachers Appraisal as outlined in the 'Appraisal, Supervision & Capability Policy'. The Principal and Deputy Principal ensure that all staff participate in supervision and appraisal as outlined in the policy.

The school secretary collates all requests for training, which are submitted annually by staff interested in training and she also manages the overview of refresher training. These requests are agreed at Senior Leadership Team (SLT) meetings within budgets where a need is identified.

After suitable progress through a qualifying period, further training is available to staff including qualifications in Care and SpLDs. A blended approach is taken to learning and staff have access to face to face training, online training, mentoring, workshops, twilights, and refreshers as well as external training opportunities.

6. **Organisational structure**

The School is owned by the Shapwick School Limited.

Shapwick School employs approximately eighty five staff including the Senior Leadership Team (SLT).

The Advisory Board acts as the governance mechanism for the school. All members of the Advisory Board are external to the school and provide the roles related to quality assurance and critical friend. Currently the Advisory Board consists of the following roles;

Quality Assurance in Care

Quality Assurance in Education

Quality Assurance in Safeguarding

Quality Assurance in Health & Safety

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Quality Assurance in Human Resources

Quality Assurance in Finance

The Advisory Board meets on a termly basis and reports are tabled from the various school managers.

The Senior Leadership Team currently comprises; a Principal, a Deputy Principal, an Assistant Principal (Head of Care) and an Assistant Principal (Head of Sixth Form/Estates Manager). At the Principal's discretion, the school Bursar, SENCO, Catering Manager and the Head of Therapy Services sometimes join the SLT meetings.

Dedicated staff teams work in our boarding houses.

Curriculum team leaders lead the education staff of teachers and tutors, including NQTs. The work of Occupational and Speech and Language Therapists is organised by the Head of Therapy Services.

Boarding staff are led by the Head of Care, and include Resident House Parents and Assistant House Parents. The Head of Care also line manages the school's Medical Coordinator. The Estates Manager manages the maintenance team and the catering, cleaning and laundry staff.

The Principal supervises the Deputy Principal, the Head of Care, Estates Manager, Head of Therapy, the school secretaries, the IT technician, the SENCO and the Bursar.

Support for the ICT systems is carried out by a firm paid on retainer and in-house by our ICT technician.

7. Admission Criteria

All student admissions generally have a primary stated need of a Specific Learning Difficulty, i.e. Dyslexia, Dyscalculia, Dyspraxia. However, some students may be undiagnosed, have very similar learning differences or may have additional associated difficulties.

Admissions can take place at any time throughout the year, although September, at the start of the academic year, is preferable.

Referrals and enquiries are made directly to the Principal by parents or local authorities.

The admissions process is managed by SLT and the School Admin staff.

The school has three types of placement – full boarding, day student or flexi-boarding.

An initial visit is organised and after that a 'taster' is offered to prospective students, including the opportunity to 'stay over' as appropriate. An assessment of the student's needs is completed by the education, boarding (if appropriate) and therapy team during this period.

As a result of the assessment a decision is made as to whether the individual needs of the child can be met at Shapwick School.

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The 'taster' is also an opportunity for prospective students to sample life at Shapwick prior to joining and make an informed decision themselves about whether they would be happy here.

The school does not provide for emergency admissions.

8. Ethos and Philosophy

Shapwick School supports young people through specialist education, good quality care, therapeutic support, suitable environments, appropriate resources, assistive technologies and skilled and suitably qualified staff, to reach their maximum potential.

We want students to be independent, confident, and able to make decisions about their future and have a high level of autonomy.

Our approach is that of a specialist school, not a 'special' school, and one where students with specific learning differences can develop and learn without the stress of competing with non-dyslexic peers. Our students live and work in a non-threatening environment.

We provide dedicated support for all our students and work with them to instil our core values that we wish to see develop in our young people;

- Respect
- Commitment
- Achievement
- Empathy
- Independence
- Self-Esteem

Our educational approach centres on students making progress, reducing barriers to learning, successful transitions, independence and healthy lifestyles. We deliver these outcomes through our specialised school curriculum, including PSHE, therapeutic support, enrichment and supportive boarding arrangements.

Individual support plans for students are designed to meet specific needs and form the basis of a three way partnership between the student, family (or LA and family) and staff. These plans are currently delivered through the student Placement Plan and Individual Education Plan.

Plans, documentation and assessments which contribute to the planning for individual needs include:

- Placement Plan
- IEP (Individual Education Plan)
- Personal Flightpath

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- Learning Objectives
- Behaviour support strategy (if required)
- Risk assessments(if required)
- Academic subject specific assessment
- Health and Welfare Plan(if required)
- Speech and Language Therapy - APD screener, Communication Checklist, Vocabulary screener, classroom observations for functional use of skills.
- Occupational Therapy – Sensory profile, Formal assessments, Classroom observations and assessment for functional use of skills.

9. Health

Health needs are managed on a day to day basis by the school's Medical Coordinator. Parents are given the opportunity to register their child with the local GP. Students who are unwell and need to be seen by a doctor but who are not registered can temporarily register with the local GP.

Medication is administered by trained staff; storage and security is overseen by the school's Medical Coordinator.

Our menus are created by a fully-trained and experienced chef and are regularly reviewed by the Leadership Team.

Lunch comprises of a choice of two hot options or a salad buffet. The evening meal provides variety and balance and also includes a salad buffet.

Some students have restricted diets and these are overseen by the school's Medical Coordinator supported by a Dietician and Head of Care.

Individual assessments of risk, health care plans, behaviour plans and safeguarding plans are in place for students who require them.

10. Education

The Shapwick School curriculum is broad, balanced, relevant and encompasses the National Curriculum. Teaching is differentiated to take account of individual learners with significant blended support for SpLD.

Our holistic approach does not rely solely on additional literacy support; we recognise that our students are likely to have more difficulty in learning across the whole school curriculum. Each one of our students has their individual strengths and weaknesses in their cognitive profile.

The key to successful learning is to know each child's abilities and methods of learning so that they can be supported across the whole curriculum to ensure they build on their previous learning by carefully planning their next steps in each subject area. Teaching staff work with each student to develop study skills that best suit their learning style.

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There are distinct educational phases at Shapwick School – KS2, 3, 4 and Sixth Form.

Sixth Form size varies according to uptake each year and students access two local colleges, Strode and Bridgwater. Sixth Form tutors support students with homework and projects and provide pastoral support when the college is closed. Some Sixth Form tutors also work in our boarding houses in the evenings.

Through the provision of a safe and supportive educational and residential environment we aim to produce socially aware, socially acceptable and responsible young people who are fully prepared for further education, independent living and employment.

11. Recreational, Sporting and Cultural activities

We place a high value on Social, Moral, Spiritual and Cultural (SMSC) education and believe it is essential in order to achieve the aims we set out for our students. All staff are responsible for ensuring opportunities are provided which give our students positive experiences and real life challenges that inspire them, as part of their social, moral, spiritual and cultural curriculum.

Students have opportunities to participate in productions, shows and sporting events attended by families. School teams compete with other schools in a variety of games and athletic events.

After the school day students get the chance to relax, followed by an evening meal and depending on individual student's age and interests, a variety of evening activities follow.

Similarly, during weekends, activities are presented through the day and students have the option of going out or staying in and can input into choices for occasional longer weekend day visits.

Throughout the year we organise trips, educational visits and residential adventure experiences including activities such as climbing, abseiling, skiing and canoeing all designed to enrich and challenge.

12. School Council

Shapwick positively encourages student voice, to express ideas and be involved in decisions about their life at school.

We have a School Council with elected representatives from across the school and the council meets half-termly.

Boarders have student house meetings and tutor group meetings, which include day students.

There is a complaints procedure for students and posters around the school identifying named adults who can be approached in the event of worries or concern (for example the Independent Person or the Standard 20 inspector).

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13. Promoting Appropriate Behaviour

Shapwick School adopts a positive approach to behaviour management and provides students with advice and proactive strategies designed to divert challenging behaviour. The school team has been trained in de-escalation techniques in order to provide a consistent response to behaviour.

Misdemeanours are generally managed through tutor/house parent action such as initial warnings, detention, community work in reparation, making good, apology etc. We do not use sanctions that threaten the dignity of students.

More serious matters are referred to senior staff and this may result in a meeting with parents, temporary suspension or permanent exclusion. Temporary suspension is used rarely, but when it is to be used a meeting will be held without delay to ensure that the student can return to school, with an agreement in place, at the earliest opportunity.

Deprivation of Liberty does not occur at Shapwick.

14. Safeguarding, Child Protection and Bullying

The welfare, safety and happiness of students are our first priority. We want children to feel safe and be safe whilst in our care. We have robust policies for safeguarding, child protection, safe caring practice, whistleblowing, anti-bullying, e-safety and a wide range of health and safety and risk assessment procedures. All staff receive basic safeguarding training and the school has a designated lead person for safeguarding, known as the Designated Safeguarding Lead (DSL). The DSL is supported by four deputy DSLs who have all been trained to the same standard.

Instances of bullying are dealt with quickly and sensitively by staff and strategies are put in place to deter repeat behaviour. Students are nominated as anti-bullying ambassadors and provide an additional support to students who want to talk about their experience.

Key senior staff are trained in safer recruitment procedures and all staff are subject to a full range of vetting checks including an enhanced DBS check, right to work and verified references before they are allowed to work with children.

Similarly regular visitors and contractors on-site are checked and other visitors asked to sign in and wear a visitor's badge.

It is the duty of all staff, visitors and others to be proactive in preventing abuse. This includes a requirement to report any suspected abuse or neglect.

Students have access to an independent person, their tutor, the Standard 20 inspector, advocates, Ofsted inspectors and the Children's Commissioner. Posters and information leaflets give students the contact numbers for these organisations and individuals. Students have access to a telephone at all times and can make calls in private.

The Designated Safeguarding Lead (DSL) is the Head of Care. The Deputy Principal, Head of Sixth Form, Estates Manager and PSHE lead are Designated Deputies. These senior members of staff have been trained by Somerset as leaders in safeguarding.

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Staff members have all received training in Safeguarding and senior staff members attend the Independent Schools' Safeguarding-hub meetings.

Monitoring of the levels of activity regarding Safeguarding and Bullying are discussed weekly by the DSL and Deputy DSLs, and any interventions or action required put in place. There is an active senior leadership overview.

The Safeguarding and Child Protection Policy and Anti-Bullying Policy are located on the Shapwick website.

15. **Missing Child Procedures**

Each class has an electronic register which is completed each day, figures are collated and recorded for the beginning of the morning session and the beginning of the afternoon session. Day students are registered in the morning and in the afternoon. An attendance register is also taken each morning and evening at the Boarding Houses. If individuals are unwell this information is shared across the school at briefings.

A school wide procedure, compatible with Somerset's Runaway and Missing from Home and Care (RMFHC) protocols and procedures, is in place to deal with a missing child situation and the procedure will be coordinated by the senior on duty on the day.

16. **Surveillance**

CCTV covers the entrances to the school. Signage is in place to alert visitors.

17. **Fire Precautions, Health and Safety Emergency procedures and Business Continuity**

The health and safety of everyone at Shapwick School is of paramount importance and the Advisory Board includes a senior H & S professional to review and assess our procedures and practices on a regular basis.

Emergency procedures and fire precautions are in place in line with our detailed policy and legislative requirements. These procedures include fire safety training and emergency evacuation drills; extinguisher, alarm, appliance and equipment testing; notices and signage and arrangements for reporting hazards.

A leaflet including Health & Safety advice is available to all visitors at reception describing what action to take in the event of the fire-bell sounding.

We recognise that unplanned events occur and can have a serious impact on the care and education of students. Such events could be loss of services, electricity, water or heating, inclement weather or more serious issues that may result in the temporary closure of the school for example the outbreak of a serious infection. Therefore the school has developed a business continuity plan so that in the event of an emergency occurring, it can be dealt with effectively.

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Risk assessments are carried out for all activities and some individuals on a needs-led basis. These are reviewed by staff when they prepare for activities, ensuring consistency and the safety of all.

Following Ofsted inspections, ISI inspections, Standard 20 visits, SIP visits, internal audits and external audit visits, action plans are developed to ensure that all recommendations are carried out. Information, findings and feedback from these visits are used to inform our school improvement plan and our self-assessment process.

Health & Safety appears on agendas at all levels of internal meetings ensuring a high profile and vigilance by all staff, students and visitors.

18. Religion

Shapwick recognises and respects our students' religious beliefs, customs, rituals, religions and cultures and are supported in practising their religion.

Our RE curriculum is closely associated with the SMSC curriculum and provides young people with the opportunity to explore this important area of education.

Assemblies occur at least twice a week and occasionally they are led by a local vicar which can be broadly Christian in content. The school is essentially non-denominational and committed to providing equal opportunities for all. Parents have the right to withdraw their child from all or part of collective worship.

Learning about a wide range of religions, faiths and cultures is encouraged and supported by a range of celebrations and festivals throughout the school year.

The Employee Handbook and Staff Code of Conduct guidance makes it explicitly clear that extremist religious views and partisan political views promoted in the teaching of any subject in of our school will not be tolerated. All members of staff are expected to offer a balanced presentation of views and opinion to students while they are in attendance in our school and while taking part in extra-curricular activities.

19. Contact Arrangements – family and friends

It is important for boarders to maintain regular contact with families and arrangements for this can be discussed with house parents or our Head of Care.

Students may keep a mobile phone in school but the use of it is restricted to certain times of day to ensure that students focus on education during school hours.

Students may also keep a laptop at school and use the wireless network to access email, but the same rules apply with regard to access. Access to the internet is protected by robust blocks and filters. We reserve the right to monitor the use of electronic devices to ensure children's safety.

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20. Complaints

The Complaints Policy is located on our School website.

21. Accommodation and individual groupings

Student accommodation is outlined in Section 6. Discussions have taken place between staff, with input from parents and students regarding room sharing arrangements. Students are encouraged to personalise their bedroom area with posters and photos and personal belongings. The boarding houses continually undergo improvements, ensuring that they are homely, functional and fit for purpose.

Section 8 outlines how the boarding houses are managed.

22. Therapy and supervision

Shapwick School is only one of a handful of schools with an on-site Therapy Team. Our team consists of four Speech & Language Therapists (SaLTs) and two Occupational Therapists (OTs). Our SaLTs are HCPC registered and are all MRCSLT. Our OTs are HCPC registered.

Many Shapwick students experience difficulties beyond those immediately associated with 'dyslexia' - for example just an inability or difficulty with learning to read, write and spell. Our Therapy Team provides additional support for:

- Receptive language
- APD
- Social communication
- Central language processing
- Expressive language
- Phonological processing
- Listening skills
- Thinking skills
- Memory difficulties
- Motor skills

The department also caters for any other aspect of both spoken and non-verbal communication, the development of social communication skills, gross and fine motor skills, sensory integration and visual perceptual difficulties.

Termly targets are drawn up jointly between therapists and students, these are monitored closely and reviewed termly to inform planning and new target setting.

Spoken communication is the students' preferred means of communicating and thus therapists place a focus on training students to speak and engage in social interchange. The department provides a Social Communication programme, where time is spent

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looking at useful strategies for negotiation, reasoning, building and maintaining relationships, developing self-awareness and a range of both verbal and non-verbal skills.

Cross-curricular support is provided, across all subjects but particularly in English and Science where the Speech and Language Therapists run support programmes for those most in need.

Therapists maintain contact with parents by telephone, email, letter and meetings, both formal and informal.

23. Equality and Diversity – Rights & Responsibilities

We encourage students to respect diversity and individuality. Our curriculum planning and extra-curricular activities ensure that boys and girls have access to all aspects of education and out of school activities.

While we have a strict school uniform policy we will make any reasonable adjustments to meet religious or cultural requirements (this may be subject to a health and safety risk assessment depending on the nature of any specific request).

We encourage all our students to understand their rights and to balance those with their personal responsibilities and to recognise the impact of their language and behaviour on others.

Shapwick School is a residential, educational community where communal living depends on high levels of respect, tolerance, acceptance and regard for others' feelings. Staff have a strong role to play in setting high standards of conduct and behaviour.

We try, wherever possible to appoint staff who reflect the balance of gender and ethnicity of our student cohort.

The school has developed an Equality and Diversity policy to ensure that there are systems in place to assure that all students feel valued and respected.

'The Same Road By Different Steps'