



Radlett Lodge School

SCHOOL POLICY DOCUMENT

Statement of Practice & Principles

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Radlett Lodge School

Statement of Practice and Principles

The Residential department of Radlett Lodge School (the Lodge) provides a positive, caring and safe environment in which the extended curriculum is delivered to children with a diagnosis of an Autism Spectrum Disorder. The approved age range is 4-19 years of age inclusive. Both girls and boys are admitted to the Lodge. We are approved for 60 pupils but are currently having 53 pupils. There is a range of flexi boarding, weekly boarding and termly boarding pupils in residence each day. The children and young people may also have additional needs, for example, learning difficulties, challenging behaviour, and medical conditions such as epilepsy.

Aims and Objectives

Overall Aim

Radlett Lodge School aims to significantly improve the quality of our children and young people's lives.

In accordance with the Ethos and Philosophy of the school, emphasis is placed on the promotion of Independence, Communication and Personal and Social Education to maximise opportunities for self confidence, personal autonomy, self-empowerment, self-advocacy and to enhance life chances. An important feature of the residential department is the development of recreational and leisure skills, group work and community involvement.

All children and young people benefit from a tailored approach that takes into account of their age, ability and individual needs and preferences.

Aims of the Residential department.

The residential department will seek to ensure positive outcomes for all children and young people:

Each child / young person will:

- Participate in a range of leisure activities
- Live and play in a positive, caring environment
- Be respected as an individual with reference to culture, gender and religion
- Be encouraged to live a healthy lifestyle
- Be prepared for adult life with appropriate planning, opportunities, responsibilities and experiences
- Benefit from a high staffing ratio and staff that are well trained and knowledgeable in supporting children and young people with Autism
- Receive consistency between the education and care setting
- Benefit from close home / school working relationship
- Have access to and feel included in the community

Principles of the Residential department

The following principles underpin all residential care at Radlett Lodge School.

Working towards independence

All children and young people experience a great sense of fulfilment when they learn to do things for themselves. Independence can directly impact on the quality of a person's life. The residential department seeks to develop our children and young people to be as independent as is safe and appropriate for them. Thorough assessments are undertaken and individual plans drawn up that support the development of all aspects of independence across a 24 hour curriculum. This can be for some pupils dressing or bathing themselves, following a toilet plan, learning to follow a routine for shopping independently, making a phone call or just spending time with an adult not next to them. Our approach is to break skills down and teach explicitly in a range of settings to ensure generalisation. Then to fade prompt and support until the individual can acquire the ability to do something on their own.

Individuality and Development

All our pupils are treated as individuals, who have their own unique relationships, experiences, strengths, needs and future.

Pupils are prepared for progression through the school and for transition into their adult placement.

Rights and Responsibilities

Pupils are encouraged to be aware of their rights and responsibilities taking account of their age and level of functioning. Strategies are put into place to help pupils exercise their rights through the ongoing Personal, Social and Health Education Programme and through individual self-advocacy support. Pupils are guided in how to make a complaint and the school seeks to empower them to do this. Staff may make a complaint on a young person's behalf. There is a pupil complaints policy and a comments, compliments and complaints book where such information is logged.

Staff aim, wherever possible, to involve pupils in decisions affecting them and the running of the Lodge. Through supervision, codes of conduct and the school's strong ethos and philosophy, staff are required to consistently respect the individual pupil.

See - Complaints Policy including children's version

Care and Hygiene

At Radlett Lodge we seek to offer a high standard of care and give each pupil the opportunity to have a positive and varied experience of life. This is reflected in the weekly individual programmes.

See - Intimate Care Policy.

Education

Staff aim to promote, develop, support and involve and encourage pupils in their education.

Education is promoted across the extended curriculum. There are three staff teams within the Lodge. The breakfast learning support assistants work in the Lodge getting the children ready for school and then support them within the classrooms. The residential care workers work within the residential setting but also spend some time

supporting in classes which enables consistency and continuity of approach between both teams. There is also a waking night team who support the children through the later part of the evening and into the morning. Daily handover meetings and termly class meetings are held between residential/day staff to promote progression and consistency.

See - Education policy including children's version

Health

Pupils are encouraged to live a healthy lifestyle and are supported in this by physical exercise programmes, a healthy diet and monitoring health needs. Across the school and the lodge there has been a large healthy eating initiative and many children are experiencing healthy new foods. Daily records of food intake are recorded and verbal and written handover systems are in place between all shifts.

See – Health, Medication, Diet and Nutrition, and Food and Drink and children's Healthy Eating policies.

Partnerships with Parents

Parents are given opportunities to contribute to their child's programme and are kept informed of progress through weekly updates, annual reviews, child in need and Looked After Children reviews. Parents are viewed as full partners in this process. Senior staff are available for consultation either by telephone or personal appointments. Parents evening appointments are available. Pupils and parents are encouraged to keep in contact with each other by telephone, teams and email. All parents are welcome to spend time with their children in both the school and Lodge. (Covid 19 has placed some restrictions for onsite Contact at present) Parents and siblings are invited to a range of social activities throughout the year, e.g. Garden Parties, Pantomimes, Christmas concerts and parent's mornings are held regularly.

Religious and Cultural Aspects

The school works in liaison with parents to make special arrangements that take into account any religious, racial or cultural needs. In providing for pupils where English is a second language the school uses an integrated approach to developing pupil's language. This concentrates on developing pupils' recognition of need, intention and ability to communicate through a range of approaches including objects of reference, photographs, symbols, written and verbal most particularly using symbols. The school will translate any required documentation such as letters and annual review papers into parents' first language where applicable.

Child Centred Collaboration

There is a high standard of collaboration between education and residential staff to provide the best possible care and education for the individual pupil. The pupils EHCP plan support this process.

A Feeling of Safety

Staff endeavour to make pupils feel safe and secure whilst in our care. There are high quality relationships between pupils and staff based on mutual respect, a high standard of care, operational policies, risk assessments and child protection procedures. All issues relating to child protection are overseen by the Designated Senior Person (Tamsin Adams), the Responsible Individual for the National Autistic Society (Helen Eyers) and Hertfordshire Children, Schools, and Families (CSF).

See – Safeguarding Policy, and children's Behaviour, Keeping Safe and Bullying policies.

Family Support

This is seen as an important part of the school's role and is facilitated through a range of activities such as parent consultation evenings, home visits, parent/school social evenings, school activities and individual consultations. Speech and Language resources can be provided for parents to aid young people's communication continuity across home and school.

Child Friendly Policies

The school has the main policies converted into formats accessible to the children and young people.

Facilities Offered

The Lodge is a two storey building with three lounges, dining room and kitchen. The sleeping area is divided into single rooms which are allocated according to children's individual requirements. There are 6 bathrooms and toilets allocated to specific children and a walk in shower. There is a laundry room, linen cupboard, small kitchenette on the first floor. There is a large and secure play area with a range of apparatus outside of the Lodge including a sunken trampoline. Facilities in the school include an art room, soft play room, sensory room, teaching kitchen, and large gym. All residential pupils have access to these during the evening.

The pupil/staff ratio is mainly 1:1 dependent on need and fee level. In addition to this the Lodge have four waking night staff based on the current level of need but this increases and decreases dependant on number of pupils residing overnight. Members of the Senior Leadership Team are on 24-hour emergency call. Risk Assessments and /or admission assessments would dictate additional staffing which has an associated additional fee.

Radlett Lodge offers weekly, Flexi and termly boarding on both a 38 and 43 weeks per year basis. The pupils that receive flexiboarding all attend the school as day pupils. Each residential pupil has an individual programme appropriate for his or her specific needs. Team Leaders and key workers liaise with the school's education department to develop a 24-hour programme for each pupil. The activities are appropriate to the age and needs of the pupils. There are two minibuses and an MPV available in the evening which allows access to a wide range of facilities in the community.

Pupils are made aware of their rights and responsibilities and are instructed in how to make a complaint or deal with conflict and we seek to empower them to do these.

Pupils are encouraged to live a healthy lifestyle and are supported in this by physical exercise programmes, a healthy diet and monitoring of health needs. Primary health care is available locally by doctors familiar with the needs of our pupils in emergency situations. Pupils can be registered as a temporary patient. Weekly boarding pupils when unwell return home. We will facilitate termly boarders when unwell where possible. The school is unfortunately unable to help with any routine medical appointments e.g. opticians/dentist unless through special consultation with the local authority. Parents/carers maintain responsibility to ensure these are completed and we suggest these happen during the school holidays.

The Lodge can accommodate up to 12 pupils and one sleep in room. The main aim is to help the children acquire communication, self-help and social skills leading to as much independence as possible. A variety of activities are offered in the residence

such as music, art and craft, movie night, sensory time, indoor games and outdoor activities. Examples of activities undertaken in the local community include local parks, cafes, bowling, shopping, sailing, cinema and top golf. There is easy access to the local countryside.

Type of Accommodation, Sleeping Arrangements and Grouping of Children

All bedrooms are single occupancy. Each pupil has their own personal storage space and personal display boards in their bedroom. Each room has a lock which the young person can choose to use if they wish. Emphasis is placed on teaching pupils to respect each other's property. Each pupil uses a specified bathroom. These are either used by one pupil or shared between two to four pupils. All pupils can request to use the walk in shower facilities if preferred.

Arrangements for Supervision, Training and Development of Staff

Members of staff receive regular supervision and annual appraisal via the line management structure. New members of staff follow a comprehensive Induction programme during their five month probationary period. There is ongoing training both internally and through external providers. An Induction Pack is available to view on site. Informal support is available throughout, given by the residential team leader. A buddy system is in place to help support new starters and promote positive new working relationships.

All staff are given the opportunity to engage in regular training. An annual training programme is in existence, which seeks to reflect staff's needs, organisation needs and legislative requirements. The Residential staff participate fully in the school's five annual INSET days. SPELL, Studio 3 "**Managing Signs of Stress**", Communication, Health and Safety and Safeguarding Training is given during the Induction Period. There is a rolling programme in place for staff to achieve their QCF at a level appropriate to their role within the organisation; this is fully financed by the school. Details of the school's training and development programmes and guidance are provided in the Training Policy, available on site.

See – Training & Development Policy

The Organisation and Structure of the Residential Department

The Residential Department is managed by the Head of Care and overseen by the Principal. There is a deputy Head of care to support the running of the service and will act up in the Head of Care absence. The Residential department also benefits from the support of the Deputy Principal (Care) who works across school and the residential department.

The staffing is divided as follows. Breakfast Learning Support Assistants work in the Lodge during the morning and then accompany the children to school and work with them in their class groups. Teams of Residential Care Workers work in the Lodge on a 4 week rolling rota. The rota includes 4 week day shifts over the 4 week period which allows time to be spent in class and ensures continuity and consistency for the weekly / termly boarders.

Pupils staffing ratio is appropriate for individual pupils. This is assessed prior to starting at Radlett lodge and is reviewed if required. The basic package is for 2:1 if 1:1 is required this has to be agreed by the funding authority as a higher staff ratio incurs an additional fee. Currently all pupils are supported 1:1 because of individual need or in some cases lack of appropriate peer for pairing.

The school has a Homemaker and a Site Supervisor who is supported by a maintenance operative. The team is responsible for maintenance and repair duties, supervision of external cleaning contractors and ensuring that the Statutory Health and Safety checks are completed as required. Repairs required are reported in a file and work prioritised accordingly. Works are overseen and managed by the school's Business Manager. Weekly checks are also undertaken by the residential team leaders.

Admission Procedures

The Residential department works in conjunction with the school and all residential pupils attend Radlett Lodge School. All pupils will have a diagnosis of an autism spectrum disorder.

All pupils will be funded by the Local Education Authority, Social Services, Health Authority or any combination of the above. Details of the procedures are given in the Admissions policy.

Emergency admissions are not usually considered.

See– Admissions Procedure

Accommodation of more than Six Children

The Residential department accommodates up to 12 pupils. For activities and community visits children may be divided into smaller groups, based roughly upon age, but also reflecting individual needs and compatibility. Although the residential unit is small, good use of the space is made and areas are well structured and clearly defined. The children and young people benefit from using the wider facilities within the school grounds.

Flexi Boarding

We provide flexi boarding stays Monday to Thursday during term time to pupils that also attend the school if a bed is available. The children come over after school and then return to school in the morning. We can also provide 24 and 48 hour care over the weekends and 5 weeks during school holidays, as well as 7 hour play packages. We accommodate 6 to 8 young people overnight and provide play packages for a further 4 to 6 children. At present the service provides care to children of both sexes between the ages of 8 and 18 years.

The School's Underlying Ethos and Approach

The Residential department seeks to implement the SPELL framework which is recognised as being appropriate to pupils on the autistic spectrum. The SPELL framework offers the following:

Structure:

It is generally recognised within the field of autism that children function and develop best when they live within a structured environment and are cared for by staff who not only understand the nature and need for structure, but also are themselves structured in their approach to the child. In practice:

- Having specific areas for specific activities to aid recognition and avoid confusion.
- Each pupil having individual schedules to guide them through the day or part day. These schedules will be in a form able to be understood by the individual.
- Everything having its own place and being stored correctly.
- Activities being structured in terms of having a very clear beginning, middle and end.
- Activities being presented in a structured manner e.g. left to right, top to bottom.
- Communication structured so that it is presented in a manner that is accessible to the child whether that is verbally, through symbols, sign language, written or a combination of some of the above.

Positive Approaches/Programming:

The Residential department encourages all staff to adopt a positive attitude towards all pupils in their care. This is demonstrated in the following ways:

- Seeking out and valuing the pupils' views and opinions.
- Giving choices and supporting pupils in making appropriate choices dependent upon their age and abilities.
- Always talking and interacting with the pupils in a manner that promotes a positive self image.
- Seeking to provide a good standard of personal care, e.g. ensuring that the pupil is clean, tidy and dressed in line with personal preferences where these are expressed and generally socially acceptable.
- Seeking to provide an environment that nurtures and develops the individuality, potential and self worth of the pupil.

The Residential department also seeks to offer high levels of physical activity, which is recognised as positively contributing to the management and well being of those on the autistic spectrum.

Empathy

Staff are encouraged to view the world through the eyes of the pupil with autism, in order to better understand and empathise with them. This can result in programmes and interventions that are more relevant to the young person and their individual needs.

Low Arousal

The care setting needs to be calm and focused allowing opportunities for relaxation and relief of tension; this can be achieved by keeping the Lodge tidy and clutter free. For some pupils, bedrooms and lounges will have to have the minimum of decoration and fixtures. Members of staff are encouraged to follow the principles of low arousal in their interaction with residents. This will mean not raising voices and staying calm and controlled at all times. It should be noted that low arousal is implemented on an individual basis as not all young people have the same level of need in this area.

Links

Links recognises the need to communicate effectively with parents, local education authorities, social services, respite care and all other parties that impact a child's life.

Children's Health

The Head of Care has responsibility for ensuring that the health of each pupil is promoted and maintained and that records regarding health are kept up to date, according to school policy and procedure.

- All pupils can have temporary status at the local doctor's surgery.
- Records are kept of all visits to hospital, doctors, dentist etc.
- Records are kept of medication given.
- Relevant staff receive training in the administration and recording of medication.
- The storage, giving and recording of medication is monitored by the Head of Care.
- There are fully qualified First Aiders within the school/lodge.
- Children with specific health care needs have individual health care plans.

When appropriate and in partnership with parents and carers, advice and or interventions from specialist health professionals are followed through home/GP referral.

If a day pupil becomes unwell they will use the medical room until collected. A single room in the Lodge may be used when residential children are ill and awaiting collection. When day pupils and weekly/Termly boarders are ill they go home. We seek to support residential pupils with minor illness but if contagious pupils to be sent home.

See separate info regarding C19- risk assessment can be requested via front office.

Inclement Weather

During incidents of severe weather, the senior leadership team will consult with the Met Office and follow advice regarding the transportation of young people. In some cases, this will mean that children will be sent home from school prior to the weather deteriorating to ensure that they get home safely. There is no provision at Radlett Lodge for children to stay once the decision has been made to close the service. It is the Authorities responsibility to ensure that all young people are transported home. Decisions are made to ensure the safety of pupils and staff.

See - Disaster and Recovery Plan.

Arrangements for the Education of the Children

All residential pupils attend Radlett Lodge School.

The school's main aim is to encourage all pupils to be as independent as possible. This is achieved through the school's Personal, Social, Health and Citizenship Education (PSHCE) programmes. Homework is therefore viewed in a wider context where we create opportunities for pupils to practice these skills, to develop communication skills and to teach pupils to manage their own behaviour. We consider that activities carried out within a calm, homely atmosphere in naturally occurring situations offer greater opportunities for pupils with autism to generalise these skills.

See - PSHCE Policy and Developmental Learning Objectives (PLO's).

Arrangements to Promote Children's Participation in Recreation, Sports and Cultural Activities

Due to the nature of autistic spectrum disorders, children often need extra support in order to participate in the above. Recreation and free time need to be structured to encourage participation and achieve maximum benefit from the activity.

The school works in liaison with parents to make special arrangements that take into account any religious, racial or cultural need. Pupils who are on special diets are provided for throughout meal and snack times and have opportunities in food technology to cook, following appropriate recipes. In our provision of educational and leisure activities pupils explore their own and each others cultures through school assemblies, R.E. curriculum, educational visits, handling artefacts, dressing up and sampling food from different cultures. The school has organised visitors to the school that take account of children's backgrounds, including an African dance and drum group. The school has a cultural day each term and in addition a cultural evening in the lodge, where the children engage in different cultural activities related to the different curriculum areas and have the opportunity to engage in different leisure activities pertaining to the specific country or culture being addressed. The cultural days are in line with religious celebrations. In providing for pupils where English is a second language the school uses an integrated approach to developing pupil's language. This concentrates on developing pupils' recognition of need, intention and ability to communicate through a range of approaches, most particularly using symbols.

Arrangements for the Pupil's Religious Instruction and Observance

Where desired by the pupil and/or family, arrangements are made for pupils to follow any preferred religious persuasions.

Where certain diets, or exclusions of foods from the diet, are required the Lodge will make every attempt to follow these.

All reasonable steps will be taken to enable children to attend their preferred place of worship.

Consultation with Pupils in the Lodge

Due to the effects of autism on the children's ability to communicate and levels of understanding, consultation can be difficult and will often require a key worker to advocate on their behalf. The development of advocacy skills is addressed and is a major focus within the school.

Arrangements for Behaviour Management

The school has a comprehensive policy and detailed guidance on the management of pupil behaviour, which covers these issues. It addresses the nature and

characteristics of autism, the impact of these characteristics on pupil behaviour and the need for a problem solving approach to helping pupils manage their behaviour.

Each pupil has an individual behaviour support plan (ISP), devised by the residential and day staff working with the pupil and the school's psychology team, this is revised annually or more often as required. Its purpose is to clarify the intentions behind the behaviours, ensure consistency of response to pupil behaviours, promote proactive strategies and decrease the need for reactive strategies and ultimately assist pupils to become more independent. ISPs are shared with parents to give even greater consistency.

Physical interventions are only used as a last resort and then only to fulfil our responsibilities under our Duty of Care. Where physical interventions are required they are detailed on the individual behaviour support plan which is drawn up and agreed between the parents and the school. These plans allow for specified physical interventions to be used under certain conditions. All physical interventions comply with DfES, DoH, BILD guidance. Physical interventions are only used once it has been established that There Is No Alternative (TINA).

Sanctions are only used in the rarest of circumstances due to the nature of the pupils and their social understanding. Staff receive training in sanctions. All use of sanctions (as defined in the Radlett School's Sanction Guidance) is recorded in a Sanctions book, and are approved by parents in advance where this is part of a planned intervention.

During induction week all staff receive Studio 3 "**Managing Signs of Stress**", training which is a non-aversive behaviour management technique. The training includes topics such as working within the law; understanding the causes of challenging behaviour; the use of "Low-arousal" approaches including interaction, diffusion and distraction strategies; use of motivators, coping with challenging behaviours, including debriefing; managing versus changing behaviours, physical avoidance skills and physical intervention strategies.

The school's behaviour support team work day to day with staff and senior management to refine, develop, modify and evaluate all behaviour management programmes and are available to support staff and pupils with advice, guidance and interventions.

See – Management of Behaviour Policy

Arrangements for Safeguarding including Child Protection and Counteracting Bullying

The School seeks to follow the guidance given by Hertfordshire Safeguarding Children Board and the NAS responsible individual. The school liaises with Hertfordshire Children, Schools and Families (CSF).

- The School has a detailed Safeguarding policy.
- All members of staff receive training in Safeguarding procedures and related areas, e.g., Intimate care, behaviour management, whistle blowing, as part of their Induction and ongoing professional development programme.
- All staff have read Part 1 of 'Keeping Children Safe in Education'
- Safeguarding training.
- Deputy Head (Care) is the Designated Senior Person.

- Information regarding Child Line and guidance for pupils on what to do if they have a worry or cause for concern is displayed.
- The child's key worker also acts as an advocate for the pupils.

All issues relating to child protection are overseen by the Designated Senior Person (Tamsin Adams), the Responsible Individual for the National Autistic Society (Helen Eysers) and Hertfordshire Children, Schools, and Families (CSF).

See – Safeguarding Policy.

The most effective current ways used in the school to counter bullying are;

- Teaching the pupils how to say no.
- Work with staff on the recognition of bullying behaviour in pupils with autism where the intention of such behaviour might be unclear.
- Constant vigilance by staff for signs of bullying.
- Staff familiarity with the Anti - Bullying policy.
- Training staff
- PSHCE sessions for pupils
- School rules
- Monitoring bullying incidence log book

See – Anti-Bullying Policy.

Deprivation of Liberty

As part of our duty of care to the children and young people we have physical restrictions in place such as magnetic fobbed doors and the children are supervised aside from when they are in their bedrooms in order to maintain their safety. We are aware that this can be seen as a restriction or deprivation of their liberty and advise all placing authorities and parents to determine whether an application for a deprivation of liberty safeguard needs to be applied through the Court of Protection.

Qualifications and Experience

Deputy Principal (Care):

Experience: Over 20 years experience of working with children with Complex needs, 12 of these years have been in a senior position.

Qualifications: BSc Psychology
 NVQ Level 4 Health & Social Care
 A1 Assessors Award

Head of Care:

Experience: Over 16 years' experience working with children with autism, 13 of these years have been in a senior position.

Qualifications: QCF 5 Health and Social Care
 NVQ 4 Management
 NVQ 4 Health and Social Care
 A1 Assessors Award

Deputy Head of Care: Shelly Parr

Experience: Over 11 years' experience working with children with complex needs
Qualifications: MA: Autism
BA Psychology
QCF 3 Diploma Children and Young People's Workforce

Unauthorised Absence of a Child from the Residential Department

Staff should ensure that all pupils are safe and properly supervised. In the case of a pupil leaving the School without authorisation the following procedures would be followed:

- Senior member of staff is notified if a pupil is missing.
- Senior member of staff report the incident to the police. Providing the police with a detailed description of events leading up to the young person being reported missing; description of the young person, including what they are wearing; highlight the vulnerability of the young person.
- Complete a thorough search of the service / location, extending to a wider search of the local area if initial search is unsuccessful.
- The senior member of staff on duty and/or on-call member of Senior Management Team will inform parents, relevant authorities and National Autistic Society.
- A file is maintained of details of the missing children policies and contact details for each local authority.

Electrical and Mechanical means of Surveillance in the Residential Department

All external doors are operated by a Fob system. The two fire exits are controlled electronically and when the fire alarm is activated they open automatically.

Fire Procedures

- Regular fire drills take place within the Lodge.
- Members of staff receive instruction in fire procedures.
- Individual Personal Emergency Evacuation Plans (PEEPS) in place for young people where appropriate.
- Fire signs and notices are displayed throughout the School and Lodge.
- Fire appliances are checked and recorded.

Further details of procedures are contained within the Health & Safety Policy and Fire Safety Procedures, Arrangements and Responsibilities document

Contact

Any restrictions on contact between the pupil and those significant to them will be detailed in the placement plan and must be strictly adhered to.

The following procedures are in place to enable and encourage the pupil to remain in contact with those significant to them.

It is the right of the pupil to remain in contact with those significant to them, and due to differences in communication, social understanding of children with autism, staff will usually need to provide encouragement and facilitate this.

Contact may take any of the following forms:

By Telephone/skype/Teams

A comfortable and private place is provided, members of staff are present if requested by the pupil, or if they need support to make and maintain the call.

Visits by Parents

The residential activity programme is varied and often community based. Parents are therefore encouraged to inform staff when they are planning a visit to ensure that the pupil is at the Lodge at that time. Unannounced visits will be facilitated wherever possible. (some new restriction in place due to C19)

Parents and their child are provided with a private and comfortable place in which to see each other. Staff offer support to parents to ensure that the visit is as enjoyable for both parent and child as possible. The supportive relationship and partnership between staff and parents/carers is fundamental to the ethos and philosophy of the School.

Supervised Visits

The school seeks to offer supervision for visits where this is identified in the placement plan and arrangements regarding cost, etc, have been made with the relevant Social Service department. If appropriate the school may organise activities to promote contact between the pupil and those significant to them.

All visitors must be authorised and are required to sign in on arrival.

Arrangements for Dealing with Complaints

The School has a detailed complaints procedure provided by the National Autistic Society. The school has developed a pupil's version for use with individuals who are able to understand. All pupils are offered the support of their key worker or their preferred person to help them clarify and make their complaint. One of the roles of the key worker is that they advocate on behalf of their key pupils. Complaints are recorded in the Pupil comments, complaints and compliments book. This is reviewed by the Principal. See - Complaints Policy.

Arrangements for Reviews and Placement Plans

The following reviews take place for pupils at Radlett Lodge:

- Annual Review of Statement of Special Educational Needs / EHCP
- Individual Education Plan Review
- Looked After Children (LAC) Review.
- Child In Need (CIN) Review.

A member of the school's SLT or child's social worker or the reviewing officer convenes at the above reviews. Senior members of residential staff will be present at all reviews. Every effort is made to enable the pupil to contribute to the review. All pupils have a

My Progress™ file that can be viewed at parent's evenings and Annual Reviews and contains all information related to progress, attainment and achievement.

The results of all statutory reviews are recorded on the pupils file and a review report written and distributed. Action required and those who are to carry it out are clearly identified.

Details of Specific Therapeutic Techniques and their Monitoring

In the event that therapeutic techniques are used, Radlett Lodge School will ensure that consent is given in writing by the parents/carers, as well as agreement by the pupil. GP permission, where appropriate, will also be sought. A suitably qualified person will always carry out any therapeutic techniques. The NAS policy is only to use such techniques that are validated by sound research and practice. All activities will be risk assessed.

Anti-discriminatory Practice and Respect in Children's Rights

The residential staff seek to implement and promote anti-discriminatory practice and perspectives, ensuring that every individual's worth is reflected in the care and consideration given to them in terms of their life experience, sense of culture and racial identity. Staff will seek to recognise culture as a living and changing state, allowing for individualism and idiosyncrasy and avoiding, for example, social stereotypical views.

Considering a Residential Placement

We understand it is a difficult time for parents and carers when they are first considering a residential place for their child. Parents are encouraged to talk to us on the phone or ask for a meeting to discuss any anxieties. We endeavour to make this process as smooth as possible. We can also arrange for new parents to talk to a parent of a child already in the residential unit.