



St Piers - Residential Special School

Statement of Purpose

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This Statement of Purpose is reviewed annually, with the next review due to be completed in time for the new academic year in September 2025. It is available on our website at www.stpiers.org.uk

The review of this Statement is completed by the Head of Care, in collaboration with the Senior House Manager and House Manager and staff teams, alongside parents of boarding children and young people, who we have shared this document with and asked for feedback to incorporate in the final version. An accessible version of this Statement is also available for the children and young people who use the service.

1 QUALITY AND PURPOSE OF CARE

THE RANGE AND NEEDS OF THE CHILDREN FOR WHOM WE PROVIDE CARE AND ACCOMMODATION

St Piers specialises in providing houses with integrated care, education and therapy services to children and young people with a variety of complex needs; these include epilepsy and other associated conditions such as developmental delays, Autism Spectrum Disorders (ASD), communication difficulties, behavioural difficulties and/or Attention Deficit Hyperactivity Disorder (ADHD). Our children and young people have Education, Health and Care Plans (EHCP) or a Statement of Special Educational Need (SEN).

Our outcomes-based approach aims to support our children and young people to have their say, to take control of their lives and to develop a sense of responsibility for their decisions and actions, through the development of independent living skills. We evidence this by developing with and for each child or young person, a comprehensive, holistic and bespoke My Student Support Plan (MSSP). Input to the MSSP is sought not only from the child or young person, but also from their family and/or carers and appropriate professionals, to ensure that it truthfully and accurately reflects the child or young person's desired outcomes, as well as being consistent with any EHCP or SEN.

The children and young people we can support are aged from eleven to nineteen years and can remain with us until the end of Year 13. Our children and young people have access to an appropriate level of staffing during the waking day and through the night, when they are supported by our waking night team. Due to the environments within the residential boarding houses, we are unable to accommodate children or young people that require hoisting.

OUR HOUSES ETHOS, THE OUTCOMES THAT WE SEEK TO ACHIEVE AND OUR APPROACH TO ACHIEVING THEM

At St Piers, our vision is to create better futures for young lives with epilepsy and associated conditions. We support young people with Autistic Spectrum Disorder, complex epilepsy, physical needs, and other health conditions. Our Children's boarding houses maintain an ethos of individual learning through experience and offer the children and young people enrolled in our school the chance to live in a safe, happy and fun-loving environment, achieve independence, and utilise community access at a level that is appropriate to them.

Each house aims to meet the needs of individual children and young people, however complex, using person-centred approaches tailored to their needs, wishes and views and provides an environment where each child and young person has the emotional and physical space to learn, grow, develop and achieve both academically and socially, in line with EHCP and SEN needs. We strive to help each individual to achieve the outcomes that have been defined either by them or for them, working with expert clinicians and therapists. The houses and school use an assessment tool (Earwig) to review and measure progress in these outcomes across both of the disciplines to provide a consistent approach.

Our positive and integrated approach seeks to understand what behaviours mean and we adapt our approach accordingly to reduce any anxiety or distress.

Whilst working together, we emphasise our organisational values, which are:

- **Young people are at the centre of everything we do**

Our work is driven by the experience and voices of young people.
We support young people to be advocates for change.

- **We work together to make a greater difference**

We believe a culture of partnership and collaboration is the best way to achieve positive lasting change for young people with epilepsy.

- **We are courageous and ambitious for change**

We promote and uphold the rights of children and young people with epilepsy.

We campaign for their voices and best interests to be respected.

Our School Values

As well as our overarching organisational values, we also incorporate St Piers School values across our boarding provision;

St Piers School Purpose

To enable children to reach their full potential

Our School Values



Be Empowered
Be Kind
Be Inspired

OUR HOUSES

We are registered to support up to 18 children and young people, aged between 11 and 19 years. We have a total of three boarding houses: Maple, Willow and Hazel. Willow supports some termly boarding, while Hazel and Maple are weekly boarding houses.

For new admissions, we offer weekly boarding on a term time (39 weeks per year) basis. Weekly boarding means that children and young people will come to campus on a Monday morning going directly into school from 9.15am. They will then stay here in a children's residential house for the school week before returning home for the weekend at the end of the school day on Friday afternoon at 3.00pm.

We recognize our children's uniqueness and differences, and we work hard to create an environment that is both stimulating and nurturing. We assess each young person individually, and this informs a placement and impact assessment, to inform if we can meet their needs, and if we are able to offer the right peer group and environment to support their learning and development, considering factors such as age, interests, cognitive ability, and their needs.

We adopt a positive approach to learning and young people's reward systems are based around supporting individual EHCP objectives and targets.

We support all young people be actively involved in their care planning, and this is done through consultation with each young person, their parents and carers, and all professionals involved with the young person. Development of independence in preparation for adulthood is central in informing person-centered planning for each young person.

The intention is to ensure that our young people remain fit and active through activities such as bike riding, football games, basketball and regular walks and access to playgrounds and both indoor and outdoor exercise facilities and equipment.

All bedrooms are equipped with an audio monitoring system should this be required. Children may be assessed on an individual basis for requiring CCTV for safety when they are in their bedrooms, and this is arranged through discussions with their healthcare professionals, families and social workers.

We encourage all young people to personalize their bedrooms, and to directly influence the use and purpose of communal areas through regular 1:1 Key Working sessions, and student meetings.

Staff assist children and young people in meeting their individual sensory requirements by supporting them to access facilities such the sensory rooms, and by engaging in sensory play sessions and intensive interaction.

The children and young people participate in travel training, planning and preparing meals, participating in household chores and planning their activities. Children and young people are actively encouraged to contribute to the running of each house, taking on tasks such as cooking, menu planning, shopping, and painting and decorating.

MAPLE

Maple provides a homely and warm environment and can accommodate up to six children and young people aged from eleven to nineteen years. The young people living here have a variety of needs including epilepsy, autism spectrum disorder and severe to moderate learning difficulties. The house has easy access to a large communal garden with level-access trampoline, playground equipment and smaller private garden.



These outside spaces enable Maple to offer secure and safe outside spaces, easily accessible, that enable young people to have a greater independence whilst also maintaining their safety and wellbeing.

The house can utilize a range of spaces to meet young people's needs and to facilitate activities and to enable pursuit of individual interests and hobbies. There is a relaxation room, as well as a multi-use activity room.

HAZEL

Hazel provides a warm and relaxed environment and can accommodate six young people aged from eleven to nineteen years. The young people living here have a variety of needs including epilepsy, autism spectrum disorder and severe to moderate learning difficulties and are supported to develop their independence, self-help and social skills. All of our houses can cater for young people requiring gastrostomy care. The environment provides a positive, relaxed atmosphere, enabling the children to enjoy the privacy of their own bedroom, or to relax or play in one of the five other social rooms/areas. The complex needs of the group require a high level of staff support from a diverse and experienced staff team.

Hazel has a small, enclosed garden which provides a safe place to play; the children and young people enjoy helping to make this colorful garden their own. There is also a larger garden to the front, shared with Maple, where the children and young people can play football or have a meal outdoors when the weather permits. Hazel has a chill out room, which includes sensory equipment on the walls.



WILLOW

Willow House can support up to six young people, between the ages of eleven to nineteen years. The young people living here have a variety of needs including epilepsy, cerebral palsy, autism spectrum disorder and severe to moderate learning difficulties. The children and young people benefit from an environment that can be utilized to give varied options of

spaces where individual and group activities can be supported in line with individual preferences. Willow has its own private garden, accessed from the center of the house, and also has use of the communal garden within the boarding houses gated area. The garden is often used for games and activities, such as football and family events such as summer BBQs and birthday parties.



The staff on Willow support young people to develop independent living skills, access and support to complete home learning, to enable young people to develop their self-help skills through both structured and flexible activities and tasks.

WHERE WE ARE LOCATED

St Piers Residential Special School is set in our extensive and attractive grounds in Lingfield, just off the A22 in the heart of Surrey countryside. We are very much a part of the community, making use of the many rich and varied local resources available. Lingfield village is a thriving and well-established community, with a wide range of local shops and restaurants, together with the nearby Lingfield Racecourse. The mainline railway station of Lingfield is within easy reach, with regular services to East Grinstead, Croydon and London. The M25 and M23 are within eight miles and London Gatwick is approximately seven miles away.

We have relationships with local businesses, including barbers and hairdressers, and local restaurants. The Lingfield Chamber of Commerce regularly support festive activities for young people, and support events on the campus such as Father Christmas' visit.

HOW WE SUPPORT THE CULTURAL, LINGUISTIC AND RELIGIOUS NEEDS OF OUR CHILDREN

We are committed to providing an inclusive culture which treats all individuals with dignity and respect. We highly value diversity and recognise that different people bring different perspectives, ideas, histories, opinions, knowledge and cultures and these differences enhance the strength of St Piers.

We meet the differing cultural and religious needs of the children and young people in our care through diverse and varied menus, posters, books, and toys, all presented through a variety of cultural experiences, and integrated with the cultural curriculum we deliver in school. We ensure an open awareness of each child's religious backgrounds, and offer support to enable our children and young people to attend regular religious services, meetings and clubs of their choice, as is appropriate and requested.

Any religious instruction or observance will be supported; customs, rituals, dietary needs, required attire, religions and cultures are recorded within their MSSP (My Student Support Plan), in order that staff can support them to engage in relevant activities and meet their needs, where the child or young person is not able to express themselves. The houses work closely with speech and language therapists where required in order to support any communication and linguistic needs where possible. Each house is set out with minimum standard of visual resources to support understanding and help the young people gain some orientation of the house. Our Speech and Language therapists also support the use of Makaton, for children and young people who prefer to communicate in this way. They will provide training and guidance for staff to ensure this is embedded in the day to day support for children who use Makaton.

As part of the ongoing review process, the child or young person's progress is regularly reviewed at one or more of Multi- Disciplinary Meetings (MDMs), Children Looked After (CLA) meetings, Team Around the Learner (TAL) meetings, Teacher and Keyworker Meetings, Child in Need (CIN) meetings and Annual Reviews. Children and young people are encouraged to participate in the meetings, and to share their thoughts and feelings. Young people can be supported collaboratively by the multi-disciplinary team, to enable them to participate as fully and meaningfully as possible, with support of their Key Workers and Therapists.

DETAILS OF WHO TO CONTACT IF YOU HAVE A COMPLAINT ABOUT THE HOUSE AND HOW YOU CAN ACCESS OUR COMPLAINTS POLICY

St Piers is committed to continual improvement, and so we welcome all compliments, comments, concerns and complaints raised by young people and their families. The Board of Trustees and Executives see this as a positive way of monitoring the quality of our services and ensuring that changes can be made where appropriate.

If you are unhappy with any aspect of any service we offer, please speak to a member of staff about your concerns. St Piers expects its staff to respect your wishes, listen to your concerns and respond to them.

Concerns: You may have something you wish to raise with us that you feel could help us improve or change the way we work for you. Please speak to the key worker or one of the managers in the first instance.

Complaints: If you are not happy with any aspect of any service we offer please tell us as soon as possible, as complaints are much more easily dealt with at that time. Complaints should be reported to the House Manager or Head of Care, who will ensure you have access to the Complaints Policy of which all complaints are handled through. We view complaints as an opportunity to learn and therefore complaints can have a positive effect on our service and can help us to improve the service we offer.

Comments: You may find there are areas of our work, or services that we provide, where although you don't want to complain you have some ideas and/or comments about our work to help us to improve. We are always ready to learn more.

Compliments: Please let us know if you think we are getting it right. Compliments are very valuable to let our employees know that we are succeeding.

You may also contact OFSTED at any time to raise a complaint:

Ofsted
26-32 Store Street
Manchester
M1 2WD

Email: enquiries@ofsted.gov.uk

SAFEGUARDING

St Piers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment; the safety of our children and young people is paramount. St Piers has a well-developed suite of policies and procedures in place which are well embedded into practice. These include Child and Adult Protection and Safeguarding, Anti-bullying, Inclusivity, Equality and Diversity, Medication, Relationships and Sexual Wellbeing, Mental Capacity, Deprivation of Liberty and Whistleblowing.

All of our policies and procedures are made available to the staff via our intranet. Our Safeguarding and Behaviour Management policies are also available on our website –

<http://www.stpiers.org.uk>. These can also be made available upon request via email or posted by calling 01342 832243

2 VIEWS, WISHES AND FEELINGS

OUR POLICY AND APPROACH TO CONSULTING CHILDREN ABOUT THE QUALITY OF THEIR CARE

Through the use of communication aids, where appropriate, individuals are consulted about all aspects of their care from food and their living environment, to off-site activities. House meetings involving the children and young people take place regularly as agreed by the children and young people in each house. These meetings offer an open forum for the children and young people to discuss any concerns they may have about how the house runs and their involvement in this.

For some children and young people at St Piers these group meetings may not be suitable or beneficial and therefore the house will implement other means of gaining the children and young people's views as appropriate. These could include gaining feedback directly from parents and carers/social workers and other professionals, or holding 1:1 meetings with the children.

Each child or young person will have an allocated key worker with whom they have developed a positive relationship with and they will have regular key worker meetings/sessions with them using appropriate communication tools and methods. These meetings will be recorded and used as a time for the child or young person to voice their views in the ways they feel most comfortable.

We also encourage our children and young people to have a voice within the school, and we give opportunities for feedback through consultation on a range of issues through regular Student Council Meetings with the support of augmentative communication systems and advocacy from familiar staff members. Our children and young people are encouraged to use an independent advocacy service provided by NYAS (National Youth Advocacy Service). We also have an independent visitor from Platinum Care Consultancy who attends the service on a termly basis, to complete Standard 3 visits. They will converse with and observe the young people providing further opportunities for them to voice their thoughts, feelings and wishes.

We have a school-led parent and carers' forum that meets every half term and we also have a specific representative for parents and carers on the Governing Body. Parental and carer views are gathered through the annual review of Statements of Educational Need/ Education Health and Care plans. The school also seeks views from parents and carers in a termly survey and where appropriate this is also shared with their placing authority.

The children and young people are made aware of the student complaints system via various appropriate methods and supported to use this when necessary. All our children and

young people have free access to information about their independent advocacy, and ways to raise a concern or complaint.

All three houses are visited on a termly basis by our Independent Visitor- Mark Goode. Mark has been an Ofsted inspector in schools and comes to the service on an unannounced basis as part of our quality assurance. Mark will look at the progress of the residential houses against their action plans and assess compliance within the National Minimum Standard for Residential Special Schools 2022. Mark will complete consultations with children and young people, their parents and professionals to gain everyone's views about the service and suggest points for improvement. The progress of improvements are reviewed regularly by our management teams.



Hello, my name is Mark, and I am the Independent Visitor for your school. Every term I will visit you, the house and staff to make sure that you are receiving the best possible care.

As part of my role, I would like to spend time talking to you and hearing about your views, so if you see me about, please say hello.

We also have an Independent Person in place for each of our residential special school boarding houses. These people are identified on each house, with their picture and contact details displayed for the children and young people to access. These are people who the children can contact directly about personal problems or concerns.

3 EDUCATION

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The children and young people residing in St Piers residential special school are educated across an integrated waking-day curriculum; this is delivered across both our residential and education settings.

Within the house, the children and young people are actively supported to develop life skills as much as possible along with supporting them academically via set homework sent from the school. Their life skills are supported through different aspects such as communication,

social skills, self-care, independence and these are integrated into their daily living. Their outcomes from their EHCP or SEN are formed into residential and education targets which are tracked and reviewed regularly. In order to provide the right level of support required and promote attainment, each of the EHCP/SEN outcomes are broken down into specific targets and then smaller steps which are set out in the SMART format (Specific, Measurable, Achievable, Relevant, Time bound). This allows the young person to work through these outcomes at a pace that is moderated to them as an individual with specified levels of support that is appropriate to them. This is also done in collaboration with the therapy teams where this is relevant to the outcomes.

Each individual's progress is measured against a range of areas in line with our person-centred multi-disciplinary approach. Informal reviews on the young person's progress and support needs are made once per term, with both senior staff from the house and the classroom present to review progress. A formal annual review is then held with the multidisciplinary team, family and external professional's e.g. social worker, each year. The young people are invited to attend these meetings and contribute their thoughts and feelings on their own progress where this is possible. If they lack the capacity then this is done on their behalf through their keyworkers and family members.

HOW OUR HOUSES PROMOTE OUR CHILDREN'S EDUCATIONAL ACHIEVEMENT

Within the residential special school, the children and young people attend either our on-site, St Piers School, or our on-site college, St Piers College, which are both registered with Ofsted.

Language, Literacy and Communication, Mathematics, Science and PSHE and Citizenship form our Core Curriculum. Relationships and Sex Education, Arts, Design Technology, Humanities, Music, Modern Foreign Language, Computing and Religious Education are taught through a thematic approach using rolling programmes. PE is taught to all children and young people by the specialist PE team. The teaching of all subjects aims to stretch and challenge children and young people to achieve to their highest potential taking into account careful understanding and awareness of their individual needs.

4 ENJOYMENT AND ACHIEVEMENT

St Piers offers a stimulating environment, supporting each individual's physical, emotional and social creativity. We offer a wide and varied range of social and leisure activities on campus; these include swimming in the on-site St Piers School swimming pool, discos, tea parties, youth club activities and stay & play groups. Our staff are trained to deliver and support activities such as intensive interaction, interactive music, storytelling and dance. Sensory and messy play provides a fantastic medium for our children and young people to experience and learn, and these can be safely accessed on the houses as well as the more structured arts and crafts activities. Our various sensory rooms across campus offer our children and young people a great outlet for either relaxation or stimulation. Within easy

reach of all houses and offering a way of having fun, interacting with their friends and building confidence are our:

- ∞ well-equipped outdoor playground;
- ∞ low ropes course with obstacles and bridges;
- ∞ indoor and outdoor gymnasiums;
- ∞ farm;
- ∞ horticultural area;
- ∞ fields and woods;
- ∞ outdoor eating areas; and,
- ∞ boating lake with an outdoor boat-themed classroom.



There are extensive fields and woodland for the children to explore and play in. Children and young people can also access the outdoor facilities at Howe House, which include an outdoor gym and a five-a-side basketball court. We support our children and young people to access the equipment at their convenience, which enhances the activities they are able to access in their Physical Education (PE) lessons as well as providing them with an area to participate in sporting activities.



Also within easy reach of all Children’s houses is an indoor gymnasium and a boating lake with an outdoor, boat- themed classroom; these facilities offer stimulation to all. There’s a real sense of achievement that comes from setting personal goals in the gym and then meeting them. Several machines have been adapted to allow children and young people with physical disabilities to use them safely.

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, restaurants, shopping and bowling, along with a local music workshop, horse riding and trips to nearby theme parks, are enjoyed by all. As part of our commitment to innovation, we continue to look for safe and practical ways to expand these activities. All excursions are risk assessed and carefully planned to meet our children and young peoples' individual needs.

We are aware of the importance of giving children and young people the option to choose whether or not they wish to participate in a given activity, but we also take the time to ensure that they are encouraged to participate in activities that would benefit either their health and their development. Where appropriate, they will be encouraged to join in, however we also recognise their need to relax and to be able to simply “do nothing” at times.

Our children and young people are encouraged to make and sustain friendships, and are supported to enhance this further by inviting friends to their house for meals and social activities.

Everyone is encouraged to collect and maintain memorabilia and photos of the fun that they have had with us and their friends. Our staff use these mementos and memorabilia to actively engage our children and young people in sharing their experiences by using these items to recall happy memories or to look ahead to future events and activities when discussing them with family and others who cannot be there at the time.

5 HEALTH

All of the children and young people with us are assessed for their medical and health care needs via baseline assessments by the multi-disciplinary team upon admission. This is followed by a term period of continuing review, in the first few weeks of a young person's placement. Identified needs are clearly documented in their My Student Support Plans which details how these needs will be met along with any individual programmes and guidelines. St Piers has an extensive multi-disciplinary therapy team on site. We also have locum specialists that provide regular appointments.

The on-site therapy team consists of: a team of nurses & health care assistants, occupational therapists, physiotherapists, speech and language therapists and psychology. The teams work across both settings of residential and education in order to provide a consistent and collaborative approach to meet their needs. Our children and young people also have access to see a Dietician who will visit site and run specific clinics. All of the therapy staff receive supervision appropriate to their specialism via our Head of Therapies.

6 POSITIVE RELATIONSHIPS

We work in partnership with the child or young person and their family and friends to ensure they are able to maintain and develop positive and caring relationships with each other whilst living with us here at St Piers. Children and young people's parents, families, carers and/or

significant others are actively encouraged to visit, and to spend time in the houses and around the site. We work hard to make our environment welcoming and comfortable for all our visitors, and recognise that sometimes siblings may feel a little overwhelmed and may need some extra welcoming or a quiet space within the residential house.

We invite parents, family, friends and significant others to the regular on-site events that we hold, often in conjunction with school. We also hold birthday parties/events for each child or young person, personalised to their choosing (within reason!), to which they may invite their chosen guests.

Each house has wireless telephones and we ensure that any child or young person wishing to make or receive phone calls can do so with the privacy they need and want, and we offer support if it is needed. Each house has one or more computers available for student use; these have video calling installed and we encourage families and friends to set up video calling at home to enhance communication with the child or young person whilst they are away from house. Children and young people are also encouraged to bring iPads or other personal communication devices; they may connect these to the campus student Wi-Fi, which provides suitably restricted internet access.

The young people are able to fill their bedrooms with photographs of family and friends, and or other important possession to them personally, bringing these important people into their hearts each day. The young people will stay at home during school holidays and/or weekends. The staff promote regular contact for young people with their families and those important to them.

Any support needed with supervision or access will be made with the child or young person's Social Worker and in discussions with the family and care staff. Provision for this will be discussed and planned in advance.

7 PROTECTION OF CHILDREN

OUR HOUSES' APPROACH TO THE MONITORING AND SURVEILLANCE OF CHILDREN

St Piers ensures that the safety and well-being of each child and young person remains paramount to their care. Each house provides staff support levels according to individual assessed needs during the day and night. During the night there is a separate team of dedicated waking night staff who work throughout the night who are managed by the Night Co-ordinators.

When young people reach the age of 18 and may lack capacity to make decisions relating to their care and support themselves, we complete Deprivation of Liberty Safeguards applications. We inform the relevant authority of the measure we have taken to support and keep young people safe.

OUR APPROACH TO BEHAVIOUR SUPPORT

The philosophy supporting the positive behaviour strategy and behaviour support practices within St Piers is based on the principles of Positive Behavioural Interventions. It is also based on the recognition that most forms of challenging behaviour reflect communication by the individual that they are not managing in the environment as it is at that time. This way of looking at behaviour support promotes facilitation, empowerment and teaching rather than punishment or sanction as the most effective way to reduce challenging behaviours.

The following key principles form the foundation for this strategy:

- Equality for all children and young people and staff
- Maximising potential by reinforcing positive and appropriate behaviour and encouraging learning from natural consequences
- An equal working partnership between staff and children and young people

Our PRICE trainers work alongside our psychology team to train care staff on the use of support strategies. This provides consistency throughout the organisation and ensures staff are confident and competent in supporting the children and young people.

The system designed at St Piers brings the professionals together in a way that ensures a proactive approach to behaviour support with a choice of interventions that can be mobilised when needed. This involves a range of professionals and processes that are clearly documented and easily understood by staff.

These interventions can take the form of one or a combination of the following – Pastoral support programmes devised by the psychologist, learning programmes which implement learning styles, individual input and positive behaviour support.

The strategy and the interaction with children and young people is compliant with all legislative frameworks including mental capacity, restraint reduction network, deprivation of liberty and all components of human rights legislation.

Restraint will only be used when preventing injury to another person, themselves or preventing serious damage to property with a consequence of serious harm.

8 LEADERSHIP AND MANAGEMENT

We have a very experienced team of managers leading our school boarding houses, under the overall leadership of our Executive Principal, ensuring that the needs of the children and young people are our main priority, and they remain happy, engaged and fulfilled during their time at St Piers.



Simone Hopkins – Executive Principal, St Piers School and College

Simone joined St Piers at the beginning of 2023, and came to us with significant experience of special education, including 18 years as a headteacher/principal across two schools and with three “Outstanding” Ofsted judgements in that time. She oversees the Education, Residential and Therapy provisions at St Piers.

Simone can be contacted at shopkins@stpiers.org.uk



Carolyn Meakings – Head of Residential Services and Deputy Designated Safeguarding Lead

Carolyn has worked at St Piers since 2009, when she started her career in care as a support worker, before moving up through various levels of management within Residential Services and is now the Head of Residential Services/Head of Care. Carolyn is also the Registered Manager for the CQC Registered Adult Houses at St Piers.

Carolyn can be contacted at cmeakings@stpiers.org.uk or on 01342 831 316



Oliver Cohen – Senior House Manager and Deputy Designated Safeguarding Lead

Oliver first joined the organisation in 2004 and has worked in both the Medical and Residential departments, previously as manager of the Assessment & Rehabilitation Unit, and later became a House Manager in Children’s Residential Services in December 2018. Since September 2024, Oliver is the Senior House Manager in Children’s Residential Services. Oliver has also worked for a local authority Disabled Children’s Team as a manager within their Registered Children’s Home and Short

Breaks service. Oliver has extensive experience in supporting children and young people presenting with complex health needs.

Oliver can be contacted at ocohen@stpiers.org.uk or on 01342 831 325



Lucy Lyon – Deputy Head of Residential and Deputy Designated Safeguarding Lead

Lucy joined St Piers in 2014 as a student support worker in Adult Services. She worked her way up to House Manager in 2019 and joined our Children’s Services in September 2022 for a new challenge. From September 2024, Lucy is the Deputy Head of Residential Services and supports in Children’s and Adult’s Residential Services.

Lucy is a CEOP Ambassador and delivers all the Online Safety training to staff. She is also part of the Assessment Team for new Residential students.

Lucy can be contacted at llyon@stpiers.org.uk or on 01342 831 313



Cliona Devlin Dale – House Manager and Deputy Designated Safeguarding Lead

Cliona joined St Piers in 2013 as a Support Worker and has worked across both Children’s and Adult Residential in various role and progressed to Care Coordinator and Deputy Designated Safeguarding Lead in 2019. Cliona is the House Manager for Maple and Willow.

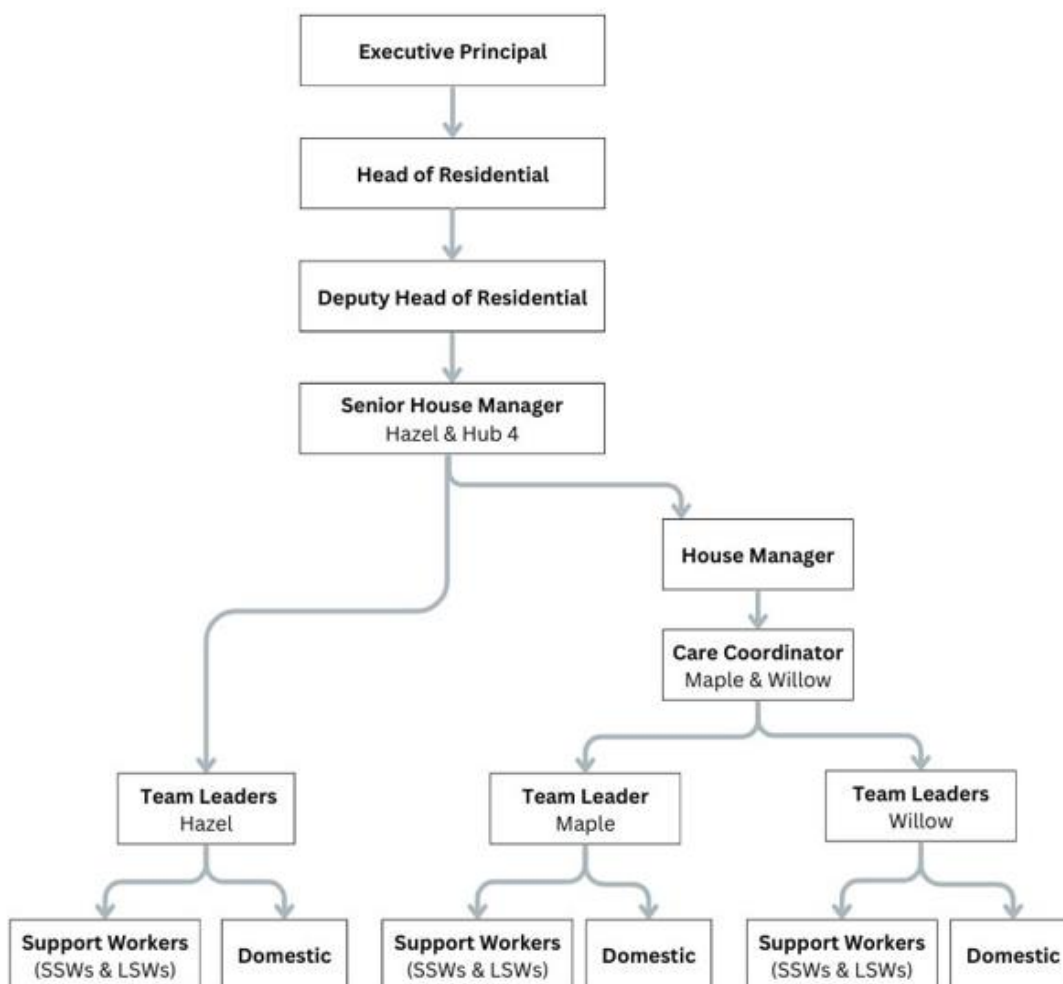
Cliona can be contacted at cdevlindale@stpiers.org.uk or on 01342 831 251

Our Residential Boarding provision is overseen by our Executive Principal, and has various levels of leaderships in both residential and in school.

In school, the Executive Principal is supported by the Head of School, Deputy Head of School and an Assistant Head of School. This leadership team supports the Teachers, Learning Support Assistants and Support staff, who work only in school.

In the Residential provision, the Executive Principal oversees the provision with the support of the staff identified in the following organogram.

Children's Residential Services Chart - September 2024



St Piers values staff by ensuring they have the skills they need to perform their job role effectively, and training needs are met by offering a wide range of courses to enhance the skills and knowledge of employed staff.

Staff are trained in line with the needs of the young people they support, and training may have elements of additional specialist or bespoke support approaches, such as additional coaching around specific eating and drinking difficulties, training to support specific medical conditions such as diabetes or additional training for specific staff team focused on behavioural concern displayed by a child or young person.

New staff are required to undertake induction training prior to commencing work, to ensure they have good basic mandatory skills and knowledge required prior to working directly with our children and young people. Our staff development pathways prescribe the additional

training that must be completed within specified timescales, for example, the probationary period, before staff can advance to more senior grades. Further to this, we ask staff to complete their Care certificate, based on the standards set by Health Education England, Skills for Care, and Skills for Health. This must be completed within three months of joining the organization, for all new staff. By the end of the probationary period at 6 months, staff must then have been enrolled in their Level 3 Diploma once their probation period has passed. The Diploma must then be completed within the following 18 months.

Mandatory refresher training is completed on both annual and as and when required bases.

New staff are mentored by more experienced staff, but also managers complete an induction checklist to ensure they are developing the required skills and competencies throughout their first six months. Regular staff supervisions are carried out on a termly basis for more experienced staff and new staff are required to have six supervisions during the first term. These supervisions are carried out by the management team on each house and overseen by the House Manager to ensure their quality and consistency.

9 CARE PLANNING

St Piers Residential Special School offers only planned admissions; we do not offer emergency placements. We receive referrals from a range of sources including local authorities, other statutory bodies, and parents. Our children's houses, alongside St Piers School, offer a learning environment to enhance and promote each child and young person's individual's skills.

Our admissions process, which encourages active engagement with the child or young person and their parents and/or carers throughout the process, ensures that the children and young people to whom we offer a place at St Piers School or St Piers College are able to benefit from our education, care, medical, psychological and therapy facilities, working towards achieving their long-term goals. We assess the referred child or young person against the ability of the house identified for them, to respond effectively to their needs, ensuring that the ability to meet the needs of any other resident child will not be compromised.

Young people are considered for admission if they meet any of the following criteria:

- Have a neurological disorder including epilepsy that significantly impacts on their ability to engage with or access mainstream education and also on their daily living skills and emotional well-being.
- Have a learning disability and a degree of social interaction difficulty, including those who are within the range of Autistic Spectrum Disorders.

- Have difficult to control epilepsy or other neurological disorder, which will have an effect on education ranging from complex and multiple learning difficulties to more moderate learning difficulties.
- Have severe learning difficulties and behavioural difficulties including those who are within the range of Autistic Spectrum Disorders.
- Have an acquired brain injury sustained through illness, surgery or accident.

Our multi-disciplinary admissions panel will review all placement applications. If the panel believes that the above criteria is met and that the child or young person will benefit from the physical environment here at St Piers, we will invite the child or young person to a placement visit and further assessment. We also utilise remote visits for young people who live further away.

We design our placement visits to collect relevant, observable and objective information, which informs our admissions panel as to the suitability of a placement with us for the child or young person, and also to identify the levels of support we believe the child or young person needs to be able to achieve their desired outcomes.

When it is agreed that a child or young person will benefit from a placement with us, we work closely and proactively with them, their parents and/or carers, social workers and concerned professionals prior to the admission date so that a timely and successful transition can be undertaken.

10 ADDITIONAL CONTACT DETAILS

The Children's Commissioner for England:
The Office of the Children's Commissioner Sanctuary Buildings
20 Great Smith Street London
SW1P 3BT
Tel: 0800 528 0731
Email: advice.team@childrenscommissioner.gsi.gov.uk

NSPCC child protection helpline
Tel: 0808 800 5000 (adults)

Childline
Tel: 0800 1111

Independent Person- Standard 3 visits
Name: Mark Goode
Email: mark@platinumcareuk.com

Independent Advocate (NYAS):
Name: Heather Rollings
Email: help@nyas.net
Helpline: 0808 808 1001

At St Piers we want to create better futures for young lives.



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St Piers

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St Piers is the operating name of The National Centre for Young People with Epilepsy. Registered Charity No: 311877 (England and Wales).

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