

Abridged Statement of Purpose

Who recognises the School ?

The school is recognised by the Department for Education, reference number 938/6217 and is approved to accommodate 72 resident pupils (male/female) and 6 day pupils. It is open to inspection by OFSTED in relation to its Education and Social Care provision

Who runs the school ?

The school's charitable status means that it is a non-profit making organisation and so all funds are used to support and develop the school's provision. Farney Close is a company limited by guarantee and registered with the Charity Commission, registered number 307024. A Board of Governors governs the school and a Board of Directors is in place and oversees the running of the Company. A Board of Trustees ensures that the expectations of the Charity Commission are adhered to.

Within the school, the senior management team is made up of the Head, the Deputy Head and the Care manager. The Head has been in place since January 2000 and worked in special education for the last 33 year. The Deputy Head has been in place since 1999 and worked in both mainstream education and special education for the last twenty nine years, and the Care Manager has been in place since 1999 and worked in special education and care for the last thirty years.

Who does the school cater for ?

All pupils who attend the school have a Statement of Special Educational Need generally for social, emotional and behaviour difficulties. The school also accepts pupils with social and communication difficulties (ASD), such as Asperger or Tourette Syndrome, or children who may have Moderate Learning Difficulties, Dyslexia, or Speech and Language Difficulties.

We also recognise that there are many "labels" given to children and young people, and so we are open to discussing how our school may be able to meet their needs. Further information can be found in the school's Admission Policy or on the schools website under "frequently asked questions" or by contacting the school directly.

Who does the school accept referrals from ?

Provided they have a Statement of Special Educational Need, the school accepts referrals from any agency who works with the child or young person they want to refer. The school regularly works with up to 40 different Local Authority Children Services spread throughout the South and the South East of England.

History

The school opened in 1946, by its founders the Reverend Mr Wallbridge and his wife. Although their approach was Christian based, they did accept young people from any denomination, valuing them as individuals, just as we do now.

What is our vision ?

We believe that all children and young people should have the opportunity to receive an education that supports each of them to become the best version of themselves. If this is achieved, then we feel that our young people will have the right skills, knowledge and understanding that will enable them to be successful in the vast majority of social and educational environments without feeling academically or personally isolated or marginalised, or to experience a loss of self esteem.

What Statements underpin our vision ?

We believe that Farney Close provides a framework for choice and change in young people's lives to occur by creating a stable and consistent environment that enables intellectual, emotional, physical, social and spiritual development to take place. We feel that together all of these elements help to promote a positive sense of personal well – being, out of which there are greater opportunities for children and young people to be more effectively socially integrated.

Farney Close provides warm and comfortable physical accommodation, believing that a high level of physical care is essential to our entire working practice. We have created an environment offering stability and stimulation, where young people feel safe and secure.

Farney Close views education as a key component to promoting young people's future life and career opportunities, helping them to make a positive contribution to the community and their family life. We also view education as critical element to personal and intellectual development, through which children and young people can raise their self esteem and personal well being.

How does the school's educational provision support the young people?

Farney Close adheres to the National Curriculum, delivering a broad and balanced range of subjects in a manner that is relevant to each young person's needs. Every young person is able to work at a level suited to his or her ability and stage of academic and personal development.

Classroom success is based on challenging and achievable goals and is complimented by a social curriculum that offers a wide variety of physical and emotional experiences. Children are encouraged to develop appropriate personal interests, using resources available on site and within the wider community.

We recognise young people's individual differences and so our academic curriculum includes extensive specialised learning support under the guidance of our various therapists and consultants, helping to provide opportunities for realistic academic and social progress. As they move through the school, older pupils have the opportunity to encounter a comprehensive range of vocational inputs, balancing learning with the world of work.

How does the school's Care provision support the young people?

We ensure that the school's educational and care teams work together by sharing information and communicating effectively to provide a continuum of care. Examples of this can be found in Individual Education Plans and plans within the Package of Care. In addition to these, young people who are Looked After by the Local Authority have a Personal Education Plan.

In order to maintain core communication and information a Linkworker is allocated to each young person, who is usually one of the Residential Social Care Workers on the young person's House. This designated person works ensure a high level of consistent communication with parents / carers and any other relevant agencies working with the child, keeping them fully informed of their progress. They are also responsible for documenting information with and about the young people they work with. As a whole, Residential Social Care Workers provide a complete package of care which can include;

- Emotional support
- Identifying the individual's needs
- Advocacy
- Support, guidance and advice.
- A "sounding board"

- Primary Health Care
- Role modelling
- Development of social and independence skills
- Consistent routine and structures on the house.
- Organised activities.
- Preparation for change

Does the School have any formal Therapeutic input ?

We have two child and adolescent counsellors, one of whom is a qualified educational psychologist, who visit the school one day a week and offer counselling time to young people and advice to the adults who work with them.

For two to three days a week we also provide specialists in Speech and Language Therapy and Dyslexia, who support children and young people who need work in this area. In offering this, we hope to promote a better access to the curriculum and to raise pupils self esteem to bring about a more positive attitude to learning. In addition the school also has the weekly services of an Art Therapist, who normally works two days a week.

Apart from the education based therapies to support learning, all other therapeutic input is on a voluntary basis, with referrals coming from the members of staff or the young people themselves. More direct mental health advice is available to staff through the schools consultant Child and Adolescent Psychiatrist, who visits on a weekly basis.

How does the school build its young peoples' self-esteem ?

Whether it is being engaged in an academic or social activity, each day provides opportunities for young people's self-esteem to be enhanced through nurture and challenge, which is important because we believe that no young person can perform effectively, or enjoy positive relationships, without first feeling good about themselves.

We work actively with young people to increase their levels of resilience to ensure that they are able to take care of themselves, not only whilst at Farney Close but even more importantly when they leave the school.

In trying to assist every young people to be the best version of themselves, we believe strongly in working in partnership with all of those who work with and support our young people. We believe this to be essential at all transitional stages, whether it is part of arriving, or preparing to leave.