



Statement of Purpose for Residential Provision

This Statement of Purpose outlines the aims, structure, and practices of the residential provision at St John's Catholic Specialist School. It reflects our commitment to providing a safe, nurturing, and aspirational environment for our children and young people. The document includes details on staffing, safeguarding, governance, admissions, and the therapeutic and educational support available to our students.

Our Overall Purpose

At St John's Catholic Specialist School, our residential provision is a safe sanctuary where young people flourish emotionally, socially, and spiritually. Rooted in our Catholic ethos and trauma-informed practice, we offer a peaceful, joyful, and nurturing environment that promotes dignity, independence, and holistic wellbeing.

Pupils make exceptional progress in developing life skills, confidence, and communication. Students in our residential department are supported with learning domestic, social, and leisure skills that they can carry into adult life. This includes practical skills such as cooking, cleaning, socialising, building relationships, sharing spaces with others, and maintaining their personal care and wellbeing.

Students also have opportunities to try new activities and attend events that enhance their learning and help build confidence and self-esteem. Our aim is to equip them with the knowledge and ability to live independently and pursue their dreams and aspirations. Through personalised care plans and enriching experiences, students build resilience and form meaningful relationships.

Our aspirational culture supports each young person to pursue positive future Post 19 learning or careers after St John's, guided by staff who cherish their individuality and potential.

Staff Support Arrangements

Our residential care team, led by the Head of Care, is deeply committed to the wellbeing, safety, and development of every pupil. All staff are qualified to at least RQF (Regulated Qualifications Framework) Level 3 in Childcare and receive ongoing training in safeguarding, therapeutic care, autism, mental health, and SEND.

Staff work collaboratively across school and residence, with other leaders—including the Headteacher and Deputy Headteacher—actively involved in on-call duties. This integrated approach ensures continuity and deep understanding of each child's needs. Staff feel valued, supported, and empowered through regular supervision, reflective practice, and a transparent culture that welcomes external audits and monitoring visits.

The Current Boarding Offer

Our boarding provision is available to both school and sixth form students, offering flexible options from full-week stays to tailored arrangements that support college attendance. Boarding promotes continuity,

routine, and helps overcome challenges such as travel logistics. Transport is provided to partner colleges including York College and Askham Bryan College.

Students who board sign a Residential Agreement which outlines fair expectations, encourages personal responsibility, and supports positive group dynamics. This fosters individual accountability and prepares students for adult life, including future experiences in rented accommodation or university halls. We also offer introductory experiences for non-boarding students, including tea-time and breakfast visits, and overnight sleep trials. These opportunities help students build independence, social confidence, and readiness for their next steps.

Child Protection and Safeguarding

The Head of Care oversees the running of the department and serves as the Designated Safeguarding Lead (DSL), supported by a team of Deputy DSLs. Together, they ensure a whole-school approach to safeguarding that is collaborative, proactive and transparent. This approach also ensures the role of DSL does not encroach or detract on the role of the Head of Care.

Our Safeguarding and Child Protection Policy is adapted from the Leeds School's model. Staff, pupils, and parents have access to safeguarding information, including contact details for external organisations such as NSPCC, MIND, and Childline.

Pupils are informed about whistleblowing procedures and have regular access to an independent listener and our independent visitor.

Medication procedures are robust and supported by our school nurse. Staff receive training to ensure safe and confident administration of medication.

Mental health support is a cornerstone of our care, recognised through our reaccreditation with the Gold Standard Mental Health Award. Staff are trained in mental health first aid and therapeutic models, ensuring compassionate and informed care.

Governance and Leadership

The residential provision is fully integrated into the life of the school and is not viewed as a separate entity. Governors, regulators, and independent visitors have open access to information and practice, reflecting our commitment to transparency and continuous improvement. Staff feel valued and supported, and their contributions are respected by leadership. Leadership audits are aspirational and informed by the National Minimum Standards, which we consistently aim to exceed. Staff development is ongoing and supported by our multidisciplinary team and evolving training programme.

The Governor 'Student Care' Committee meets three times per year. The Head of Care reports to this committee. This helps Governors to monitor the quality of care and pupil welfare. It also reviews safeguarding documentation and practice, and the arrangements that promote health of pupils including the recording, storage and administration of medication.

In-House Expertise

St John's is proud to offer a wide range of in-house expertise to support the complex needs of our pupils. Our team includes a qualified nurse, speech and language therapists, an audiologist, SEND specialists, and mental health first aiders.

Admissions and Care Planning

Admissions to the residential provision are guided by the school's ethos and commitment to meeting individual needs. As we are a non-maintained special school, all pupils that are admitted must have an Education Health and Care plan. Each placement is carefully considered through a consultation process. Primarily the school needs to be able to meet the young person's educational needs. This involves reviewing EHCp and any additional reports that share information. The process usually involves an assessment whereby the child or young person will spend time in school.

If there is a request for residential provision, the assessment will include an experience in care. If we feel we can meet the needs which are identified in the EHCp, our School Business Manager will create an individual cost for provision and make an offer to the relevant local authority. All placements must be agreed and funded by the authority. We do not take private placements.

Upon admission, a personalised care plan is developed in collaboration with the pupil, their family, and relevant professionals. These plans include health, communication, behaviour, and independence goals, and are reviewed regularly to reflect progress and changing needs.

Range of Needs Supported

St John's supports children and young people with a wide range of special educational needs and disabilities, including hearing impairments, autism, ADHD, multisensory impairments, learning difficulties, and complex health needs. Our provision is autism-friendly, trauma-informed, and designed to reduce sensory overload. We are continually adapting our provision to meet individual needs.

Education and Activities

Residential care is closely integrated with the school's educational provision. Pupils benefit from consistent routines, therapeutic support, and enrichment activities that reinforce classroom learning. Activities include cooking, sports, creative arts, community visits, and life skills sessions. These are designed to build confidence, independence, and social engagement.

Advocacy and Complaints

Staff help pupils to understand their rights and to express their views safely and confidently. Each pupil has a nominated keyworker from the care team – usually someone they choose because they trust and feel comfortable speaking to them. Key workers also monitor compliance with placement plans.

Pupils have access to an independent listener and advocacy services. These are mentioned below.

Pupils and families are informed of the compliments, concerns, and complaints process, which is revisited regularly in residence to ensure accessibility.

Monitoring and Quality Assurance

We follow the National Minimum Standards for Residential Special Schools as a standard benchmark but we always aim to exceed these.

The residential provision is subject to regular internal audits, and external safeguarding reviews. A governor on the Student Care Committee visits the residential provision on a regular basis – usually 3 times per year to coincide with their committee meeting.

We also have 'Regulation 44' visits to meet standard 3 of the National Minimum Standards for Residential special schools. These are regular unannounced visits by an independent visitor to our residential provision

six times, spread evenly, over the course of a school year. This independent visitor is commissioned to complete a written report on the conduct of the school to ensure our provision is safe and to ensure we provide a positive environment for our young people. The visitor assesses the physical condition of the residential areas, checks records, speaks with children and staff, and provides a report which is shared with the leadership team, governors and local authorities. The report may include recommendations for further improvement which helps inform Ofsted and placing authorities about our effectiveness.

In addition, we have an 'independent listener' who is not a parent, employee or governor. Students may contact this person directly about personal problems or concerns at the school and they visit our residential areas regularly - at least monthly. Our residential students know who this person is and how to contact them outside of visits.

Feedback from pupils, families, and professionals along with regular quality assurance questionnaires also inform ongoing improvements.

For further information or queries regarding the residential provision, please contact:

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Review date	Review cycle	Reviewed by	Governing Body / SLT Approval
September 2026	1 year	Mr R Warminger	