



Residential Statement of Purpose

At Limpsfield Grange we believe that **“together we make a difference.”**

Limpsfield Grange is a school for girls with communication and interaction needs; the overwhelming majority of our students are autistic. Many of our students have additional needs including ADHD, speech language and communication needs, and emotional difficulties associated with their autism.

We are a unique school

Limpsfield Grange is the only school specifically for autistic girls in the UK, and we contribute to many forms of research and literature into the female autism. Recent autism research has shown that autistic girls and women can experience difficulties with their emotional and mental health across their lifetimes.

At Limpsfield Grange, we believe that our students should be just as successful in their wellbeing, communication and independence, as they are academically. This gives them the greatest possible chance of success as learners and in the wider world.

Our unique school delivers a unique curriculum across both the school day and our Residential Provision.

We call it WACI.

WACI underpins our curriculum and is the reason our students are successful.

Wellbeing

Achievement

Communication

Independence

WACI aims and the Residential Provision:

- **Wellbeing** – promoting good physical, emotional and mental wellbeing so that each student is healthy and self-aware leading to them participating in wider society fulfilling their potential. Our wellbeing strand in the Residential Provision includes sessions on understanding healthy relationships; staying safe online; understanding emotions; using community sports and health facilities and understanding sensory needs.
- **Achievement** – in the Residential Provision students have the opportunity to complete a Food Hygiene certificate and gain a First Aid qualification alongside receiving support for studies in school and with reading.
- **Communication** – developing social communication and interaction skills so that each individual can engage confidently and meaningfully with others. In our Residential Provision we use a wide range of communication strategies and techniques to empower and include students. There is an emphasis on supporting students to develop real life communication skills to enable them to make choices; communicate about how they feel and negotiate with others.
- **Independence** – developing independence skills to enable our learners to manage their own lives and make their own decisions. In our Residential Provision students learn about



self-care and personal hygiene; how to travel independently; how to safely access the local community both in Oxted and in their home localities; access work experience and enterprise activities.

We believe that by focusing on the areas of wellbeing, achievement, communication and independence, our residential students will be well prepared for their life beyond Limpsfield Grange

How the residential provision programme is structured:

Years 7 & 8	WACI Community Independence WACI Personal Independence
Year 9	Road Safety Personal Safety Community Safety Passport to Independence assessment
Years 10 & 11	Passport to Independence assessment semi-independence assessment Passport to Independence assessment semi-independence sessions Passport to independence – full assessment Independence sessions Independent travel training

The Residential Provision – organisation and approach:

The Limpsfield Grange Residential Provision is a small unique setting with a qualified, experienced team who are dedicated to understanding and meeting the complex needs of each young person. The Residential Provision has a child centred approach. Students are regularly consulted on their residential experience, including their care and placement planning; and are supported to make decisions which impact on their lives. We provide a nurturing environment where individuality is respected and where consistency and boundaries help to enable young people to make appropriate choices.

The Limpsfield Grange Residential Provision is an environment where differences are respected and diversity is celebrated.

Our residential students experience multiple successes. Through the delivery of the WACI curriculum, students in the Residential Provision develop an understanding of themselves and others; improve their independence skills; participate in and develop an understanding of the local community; and build successful relationships with their peers and with adults. These skills and knowledge prepare them for a successful transition into their next phase of life.

Residential staff work closely with students, parents, carers and family members as well as a wide range of professionals to meet the needs of each young person.



We aim for our residential students to be:

- Happy
- Safe
- Self-aware
- Responsible for their actions and learning
- Empowered to actively participate in society to the best of their ability
- Confident, have self-esteem and self-worth
- Equipped with skills for independence and everyday life
- Prepared for, ambitious and positive about their future
- Aware of their own needs and how to access appropriate support in a variety of settings
- Equipped with the skills for building and sustaining successful relationships.

We offer weekly boarding, with students staying at school Monday to Friday each week. Students access shared bedrooms, and take part in a wide range of residential activities. Each evening is highly structured and adult led. Students are supervised by residential staff at all times and our staffing ratio is one member of residential staff to six residential students.

Feedback from the residential students regarding their experience includes:

- "Boarding is the best place on earth - nothing can beat boarding."
- "It's good fun, you make great friends and you get to do lots of cool activities."
- "It makes you feel like you're at home when you're not."
- "I like how organised it is."
- "I love boarding, I've made loads of friends."

The Resident Team are:

- Natasha White – Head of Residential Provision
- Peta Morris – Assistant Head of Residential
- Miranda Bolton – Senior Residential Keyworker
- Jo Solomon – Senior Residential Keyworker
- Justine Frost – Residential WACI Lead
- Jill Ivory – Residential Keyworker
- Jane Sole – Residential Keyworker
- Jade Fuller – Residential Keyworker
- Louise Stobbs – Residential Keyworker
- Stacey Read – Residential Keyworker
- Beth Paice – Residential Keyworker
- Martina Gonzalez – Residential Keyworker
- Catherine Taylor – Residential Administrator
- Susie Ford – Evening Cook

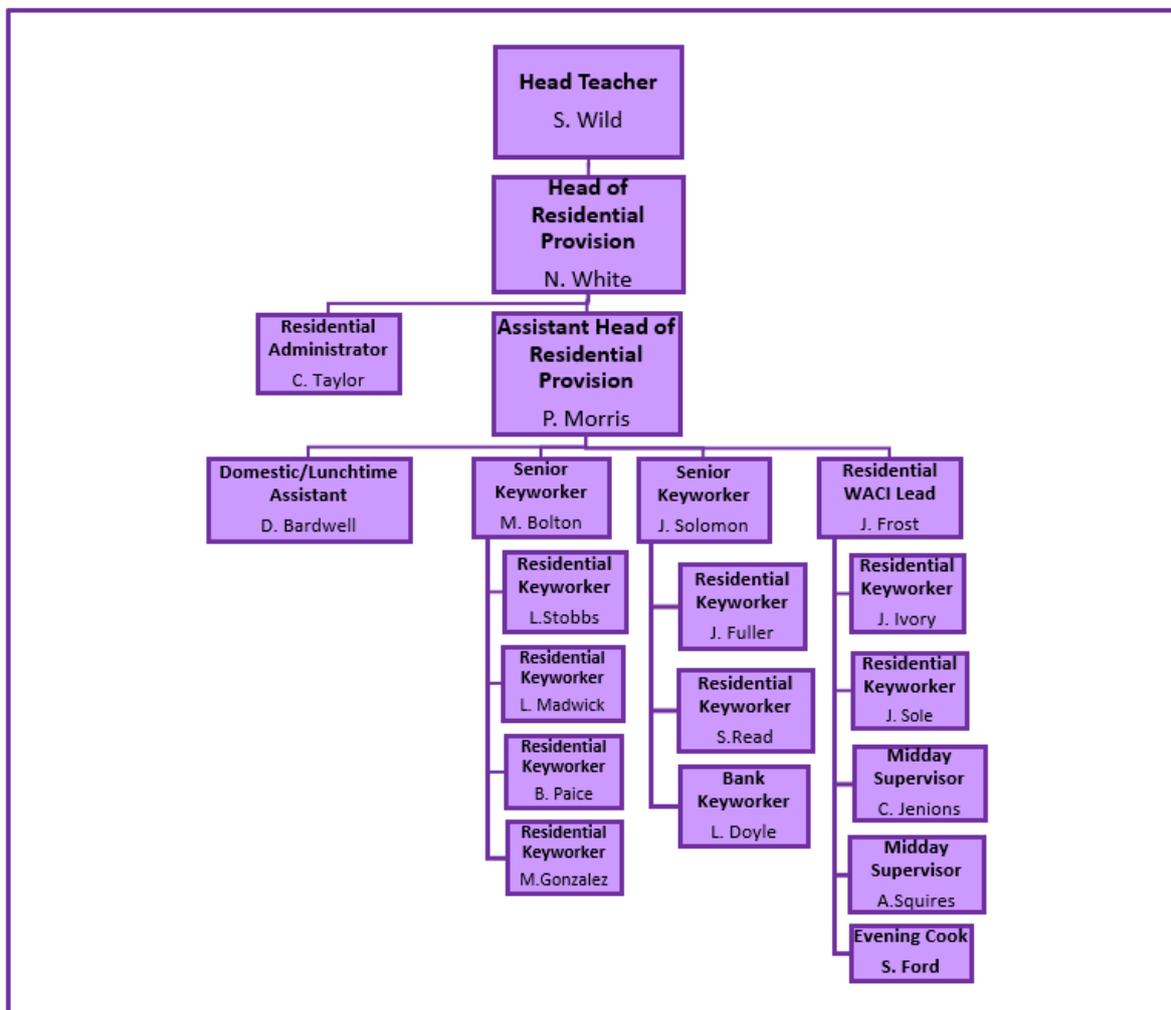
Jayne Adams is our dedicated Residential Governor, with oversight of the Residential Provision. An Independent Visitor inspects our provision each half term to ensure that we



comply with the Minimum National Standards for Residential Special Schools. We also have Mrs Fiona Sabey who is our Independent Person, who visits the Residential Provision each month to talk to students. Her role is to support students to share their wishes and feelings about school, home and residential, as well as supporting them with any concerns. We have an annual Ofsted inspection of the Residential Provision.

Limpfield Grange has also been awarded Advanced Autism accreditation status by the National Autistic Society in recognition of our expertise and excellent practice in the field of autism.

Our culture of safeguarding is underpinned by Keeping Children Safe in Education, Limpfield Grange Schools Safeguarding and Child Protection policy, regular safeguarding training, staff supervision and our knowledge of how students' individual needs impact their wellbeing. One of the DSL's is always available onsite or on call.





LIMPSFIELD GRANGE SCHOOL

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