

Extracts from:

**Residential Care and Education: Improving Practice in Residential Special Schools and Secure Care Accommodation Services in Scotland, 2007**

A staff development guide produced by the Care Commission and Her Majesty's Inspectorate of Education.

This valuable guide takes a self-evaluation against standards approach to service development, and supports the joint inspections which residential schools are subject to. The guide integrates standards from the National Care Standards (NCS) and 'Quality Indicators' (QI) from 'How good is our school?' (3<sup>rd</sup> edition) and applies them to a residential education setting.

The whole guide can be found online at: <http://dera.ioe.ac.uk/6485/1/rceip.pdf>

*Extracts:*

***p. 47 How good is the (care and) education we provide? Q5.1 The curriculum***

The service has 'A Curriculum for Excellence' as its reference point and provides learning opportunities for children and young people across 24 hours. All members of staff have a clear view of their particular role in promoting the four capacities for all children and young people within ACE, across 24 hours. The service has established a clear rationale for its overall curriculum which has been shared with all stakeholders including parents, carers and placing authorities. The service ensures that all staff are committed to developing a positive ethos which promotes successful learning. Whilst the curriculum gives full consideration to national guidelines, the service ensures that the curriculum for each child or young person is personalised and flexible to take account of individual strengths, interests and needs. The service provides a broad and balanced range of subjects to ensure children and young people have the best opportunities to attain and achieve. Programmes, activities and courses are developed and updated regularly to ensure progression in learning for all children and young people. Cross-curricular approaches to literacy and numeracy enhance pupils' learning. The service uses effectively appropriate information and communication technology (ICT) to enhance learning experiences of pupils. The service ensures that it delivers a discrete programme of personal and social education, including specialist programmes and therapies as appropriate. Each subject and activity promotes the personal, emotional and social development of each child or young person, and encourages responsible citizenship. Enterprising activities encourage young people to work together and think creatively. Very good consideration has been taken of all accreditation possibilities. The service uses creative timetabling to deliver a curriculum which meets the different needs and entitlement of children and young people.

***p. 49, How good is the (care and) education we provide? NCS 14 Supporting your education***

Care, health and education staff work well together to support the personal, social and emotional needs, as well as with the learning needs, of children and young people. All children and young people have a key worker who works with a specified member of education staff and other relevant people to set and share relevant targets for their personal, social, emotional and educational development. Whenever possible, the child or young person is centrally involved in these meetings. Key staff help children and young people to understand that the lessons they learn during classroom activity time, such as preparing a snack, using a particular communication aid or controlling their anger more effectively, can be carried over to evening and weekend activities, and that care staff will support them. Effective links between care and education staff mean that the key worker knows how to support the child or young person when there is a requirement for more formal homework such as completing folios for examination purposes. They will also will encourage the child or young person to study in appropriate locations using computers or library resources as required. Care staff know the importance of encouraging all children and young people to engage with learning. They read to some children and young people and encourage others to read and accompany them on relevant activities during evenings and weekends. Children and young people are able to study in their own rooms or the communal living area which is suitably furnished with a desk, and lighting and which provides access to games, newspapers, magazines, audio-visual equipment as appropriate. The service has ensured safe access to the Internet.

***p. 77, How good is the (care and) education we provide? Q5.8 Care, welfare and development***

The service ensures that all staff are committed to promoting the four capacities<sup>1</sup> of ACE, using permeating approaches and a comprehensive range of planned programmes which meet the personal, social, emotional and behavioural needs of all children and young people. The overarching health and well-being programme is based on specific assessed needs of each child or young person, is delivered by relevant staff, often collaboratively, during the day, in the evening or at the weekends as appropriate, to groups or individuals. The programmes take account of up-to-date research and methods, such as attachment theory, nurturing approaches, emotional intelligence and resilience. External agencies support the service when necessary. Children and young people contribute, where possible, to setting targets to develop their personal skills, and are supported to review their progress. Key staff monitor and track progress of children and young people carefully and report on this at key meetings and reviews. The service provides a wide range of opportunities across 24 hours to promote the physical well-being and social needs of children and young people. This includes ensuring healthy eating. Children and young people are able to choose from a range of relevant physical activities, including, where appropriate, competitive team games. Activities include accessing the arts, drama and music as

---

<sup>1</sup> The four capacities are “successful learners, confident individuals, responsible citizens and effective contributors to society”.

well as the promotion of general life skills for future living, such as shopping and cooking. All staff understand that these activities and residential experiences are opportunities to improve skills as appropriate, and also to promote confidence, cooperation, enthusiasm, new interests and self-esteem. All staff clearly understand that for many children and young people, effective approaches to improve personal skills are the important means to re-engaging them with learning. The service ensures that children and young people are supported to study a curriculum which can improve their future life chances. There are very good links with Careers Scotland to ensure that each young person can access up-to-date vocational information from an early stage through personal contact with the careers officer, using library resources or computer software. Working with the careers officer, teachers and care staff encourage young people to consider carefully future options and prepare them with information and work preparation skills. There are very good links with through-care and after-care staff and relevant pathway planning. Work experience is available and is strongly supported as necessary. The service has very good links with local colleges which add value to its own curriculum.