



Farney Close School

Statement of Purpose (April 2026) v1



The Statement of Purpose is reviewed by the Governing Body on a yearly basis after being provisionally updated by members of the Senior leadership team.

Reviewed: April 2026.

Statement of Purpose

At Farney Close School (FCS) we believe that every young person must be provided with the opportunities to develop socially, emotionally, academically, and physically. In turn, this will give them the skill set to achieve the highest standards and to fulfil their individual potential.

We want our children and young people to develop resilience, empathy, care and understanding whilst having a sense of ADVENTURE and to be ready for the FUTURE.

Farney Close School is an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all children and young people are happy, enthusiastic, purposeful learners who feel a sense of worth and community.

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1. Organisational Overview

Farney Close School (FCS) was founded by missionaries in 1946. The school is owned by Farney Educational Trust and is registered as a Charity with the Charity Commission, registered number; 307024. A Board of Governors/Directors/Trustees are in place and oversee the running of the Company. The Board ensures that the expectations of the Charity Commission are adhered to. The school's charitable status means that it is a non-profit making organisation and so all excess funds are used to develop the school's provision.

Farney Close provides Education, Care, Social Development and Therapeutic support to children and young people who have an Education, Health and Care Plan (EHCP) and experience a range of needs including:

- Social, Emotional and Mental Health needs (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD) (a sub-type of ADHD)
- Asperger's Syndrome (High level functioning)
- Autism (ASC) (where challenging behaviours are the primary need)
- Conduct Disorder (CD)
- Dyslexia
- Moderate Learning Difficulties (MLD)
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder (ODD)
- Speech and Language Difficulties including social communication and interaction.

However, we 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 individual's needs. Further information can be found in the school's Admission Policy or by contacting the school directly via phone or email.

The school offers both day and residential (Monday to Friday) placements for up to 100 boys and girls aged 9 to 18 years. Most of the children and young people that attend our school are resident Monday to Friday, the others attend on a daily basis. Others attend residentially with mid-week breaks at home, going home at the end of the school day and returning in time for school the next day. Those that are residential typically return to their parents or carers at the weekends and school holidays whilst others return to foster carers and care homes.

We offer each and every child and young person courtesy and respect, and work in conjunction with local authorities to deliver a range of care, education and other specialist services which offer best value, whilst ensuring the best possible outcomes for each child.

At Farney Close, we benefit from a wealth of experience allowing children and young people the opportunity to thrive and develop by realising their potential whilst being happy and feeling valued.

Our ethos and value base runs through every aspect of the school and provides the framework for decision making and shapes our culture. The school functions as one integrated organisation, its principles and structure are in place to support a 24-hour curriculum.

Admission process

Farney Close has a very strong policy of inclusion and welcomes children and young people from all backgrounds. Referrals for places are usually received directly from a placing authority; however, parents may also apply for a place for their young person. Farney Close has a Referrals and Inclusion Officer who processes all applications. Each referral is assessed through discussion with parents/carers and placing authorities. Referrals can be made via email referrals@farneyclose.co.uk

Observation is also carried out to assess the young person within Farney Close, as well as a formal SEND assessment inhouse, prior to a final decision being made as to whether a placement is offered or withdrawn.

Most of the children and young people at FCS find change to routine very difficult and it is crucial that admissions to Farney Close are carefully managed to ensure that the new child or young person and the children and young people already attending Farney Close are fully prepared for the change that is to take place.

The induction process is designed to offer reassurance and to minimise the anxieties and worries that children and young people, parents and carers experience when arriving at a new provision.

2. Quality and Purpose of Care

Position Statement

Farney Close School specialises in helping each young person to reach their full potential, academically, socially, and emotionally. By means of an extensive system of support, care and education, the children and young people are encouraged to live fulfilling and productive lives within a caring and respectful community.

Most children and young people who attend the school have been excluded from previous schools, some have previously attended other residential schools. Many children and young people attending the school have some form of social care involvement, or have had in the past. On average over 25% of the children and young people attending the school are in the care of the local authority.

We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all children and young people are happy, enthusiastic and purposeful learners.

Ethos

Our vision at Farney Close is to provide an environment where children and young people can thrive and reach their full potential by building trusting relationships in a relaxed and safe environment. At the same time encouraging the children and young people to develop the academic, practical, and social skills needed to become as independent as possible and prepare them for the transition into adulthood. This ethos runs through the core of our school including our residential provision, and its staff team. Staff plan and provide a care package tailored to each individual child, to help and support them as they develop.

We believe that children and young people thrive when they feel that the people around them genuinely care for their wellbeing, safety and are interested in spending time with them and getting to know them as individuals. We believe that if the environment is welcoming, relaxed, and homely, both in atmosphere and appearance, then staff, visitors, children and young people find it easier to settle in and feel comfortable.

In addition, Farney Close School also values the importance of routines, rules and boundaries for all children and young people. Expectations are clear and staff use a consistent approach to ensure that these expectations are instilled. High value is placed on the choice-consequence method; children and young people are highly praised for making positive decisions and challenged to think about the potential consequences of negative behaviours. This helps children and young people to take responsibility for their own behaviour and allow them to understand how their decisions can take them down both positive and negative paths. All children and young people are unique, and we uphold a person-centred approach for each young person based on their individual needs.

The school applies Positive Behaviour Support as a methodology for managing behaviour. This involves having a very detailed understanding of each young person and building the environment around them to respond to the core drivers for that behaviour. These techniques are discussed in Team meetings and with the young person and their parent / carer. This helps to map out the techniques likely to support the young person identifying triggers and helpful strategies which are incorporated into their Behaviour Support Plan.

Vision Statement

At Farney Close we strive for all our children and young people to meet their full academic, social, emotional and physical potential through building solid foundations during this chapter in their lifelong learning journey.

Value driven aims

Our aim is to fulfil our vision by adhering to, and promoting, a set of values-based aims which we endeavour to live out each and every day.

WE VALUE	WE AIM TO
LEARNING	Create nurturing, challenging and empowering learning opportunities for children and young people, staff and parents
INCLUSION	Offer a broad, balanced curriculum that is relevant and accessible for all children and young people.
ACHIEVEMENT	Celebrate the achievements and successes of each individual.
COMMUNICATION	Ensure everyone has a voice and their contribution is valued
RESPONSIBILITY	Secure the accountability of all through distributive leadership, rigorous monitoring and evaluation
REFLECTION	Improve future performance through the continuous evaluation of our practice
CREATIVITY	Think outside the box and try new ideas to continuously raise standards
COMMUNITY	Foster positive working relationships with parents, multi-agency professionals and the local community
DIVERSITY	Promote tolerance and respect for individual differences, abilities, needs and beliefs
WELL-BEING	Create a safe, caring environment in which everyone is healthy, happy and ready to learn
TRANSITION	Equip children and young people, and families with the knowledge, skills, independence and resilience to face future challenges

The success of each individual is founded on our core values of respect, dignity, trust and well-being, a commitment to realising the potential of each child and young person through a broad and balanced enriching curriculum, growing independence and widening the opportunities for continued learning and work.

Description of Accommodation

Farney Close offers a range of residential accommodation set within its own private 32-acre grounds. Within our grounds are 6 residential house units each accommodating between six and eight children and young people. Bedrooms are either single occupancy or shared with one other person. The accommodation is based on age, social, emotional need and independent ability. Those sharing

bedrooms are matched with others, taking account of age, cognitive ability and social development needs.

Children and young people are encouraged to personalise their rooms. Although children and young people are encouraged to bring to school personal items for their room, typically these are bought by the school or care staff. Each house unit also has bathrooms, kitchens, and a lounge with most also having a separate games room. The residential units' settings are aspiring to be authentic, comfortable, family style environments.

Farney Close also has a post 16 provision, the aim of which is to further develop the independent skills of the young people, helping to better prepare for life after the normal school leaving age and moving on into a work (apprenticeship) or college placement. Year 12 and 13 access an individual program that includes a college course or similar, a work experience placement and a comprehensive programme aimed at increasing independence skills to a point where they could live completely independently.

Location of FCS

Farney Close School is situated in the countryside near to a village called Bolney, and 5 miles from the nearest town, Haywards Heath. It has a long drive with an electric gate at the entrance with CCTV, this helps to ensure that the children and young people are safe and secure as visitors are checked before being allowed access into the school grounds. Within a short drive from FCS are shops, cinemas, leisure pools, the beach, bowling alleys, golf clubs and other activities ensuring children and young people who are residential can access a wide range of evening activities and social events.

Complaints and compliments

The school ensures that copies of the complaint's procedure, and a dedicated Worries and Complaints booklet, are available for all children and young people to refer to so that they are aware how to go about making a complaint. When complaints are received, they are dealt with in line with statutory requirements and the school's policy.

Complaints can arise through simple misunderstanding or genuine dissatisfaction. Usually, discussing the matter determines its cause and a solution that satisfies all can be found. If a child is unhappy in any way at all, they are encouraged to let staff know straight away.

Placing authorities, parents, carers, members of the public and other key stake holders can request a copy of the complaints policy or make a complaint through the following contacts:

- Principal & Responsible Individual – Sara Hack (head@farneyclose.co.uk)
- Website <https://www.farneyclose.co.uk>

Compliments are gathered and celebrated via various sources, for example, visitors book, report feedback, review comments, children and young people's annual questionnaire, parents and carers annual questionnaire, children and young people's exit interviews and leaving speeches as well as a more general means of feedback such as phone calls and emails.

Access to Child Protection and Behaviour Management Policies

Farney Close has written policies regarding child protection, safeguarding and behaviour management. Copies of these policies can be requested by contacting Farney Close directly and can also be found on the school website;

<https://www.farneyclose.co.uk>

The purpose of the Behaviour Support Policy is to ensure that children and young people that attend Farney Close are cared for in ways which are sensitive to their needs and to provide safeguards for staff, charged with this responsibility.

3. Views, wishes and feelings

The voice of the child / young person.

The children and young people's views, wishes and feelings are paramount and are always listened to and acted on where appropriate. Children and young people have regular time with a trusted member of staff. Children and young people receive a debrief following significant incidents where their feelings are explored enabling staff to complete restorative work with them, to in turn create a reduction in such behaviours. The Senior Leadership Team and their staff operate an open-door policy for both adults and young people to chat openly with them whether that is socially or more formally. Children and young people are encouraged to participate in the schools' events and activities building on their social and independence skills.

In addition to this, individual Link Worker sessions (and Personal Development Sessions in education) provide the opportunity to gather children and young people's wishes, feelings and concerns through informal conversations. Weekly house meetings are held with the residential pupils, which follow a set agenda covering a number of different aspects including new resources, activities, meals, bedrooms, whether they feel safe at school, issues with other children and young people's behaviour and items that may need repairing or upgrading. The focus of these meetings is to improve their overall experience and overall development whilst boarding. All children and young people have access to a telephone to call people important to them, whether this be parents, social workers or if they want to make a more formal phone call to Child line, for example. People from their network are encouraged to phone into school and speak directly to their young person.

Anti-discriminatory practice in respect of children and young people and their families

Promoting equal opportunities is achieved by:

- Providing culturally specific care and support for children and young people, which meets their cultural, religious, racial, gender and linguistic needs.

- Empowering children and young people to have knowledge of, access to, and respect for their community.
- Supporting self-identity by recognising that a young person's ethnicity, religion, culture, sexuality, and language are crucial to every child and young person's self-image and self-esteem.
- Providing education and information about culture, religion, race and sexuality to the children and young people.
- Ensuring anti-discriminatory practice during the recruitment process of staff working at Farney Close.

Activities: When children and young people transition to Farney Close School, they are encouraged to continue with any interests or hobbies which they have been engaging in as well as encouraging them to try new and different activities.

We believe that participation in community-based activities can help to raise children and young people's self-esteem, self-confidence, self-awareness and resilience, promoting a sense of belonging in their new environment. Above all else, respect for themselves and others is paramount.

Children and young people's Rights

We believe that all children and young people are equally entitled to have their needs met and to be free from abuse and exploitation. Children and young people will have a Link-Worker who will explain to them their rights and consistently ensure that these are being met. There will be regular meetings between staff and children and young people where the issue of children and young people's rights will be addressed to ensure that children and young people feel that they are being consulted, listened to and treated equally and fairly.

4. Education

Management of Education

We are working together to:

- Raise achievement through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Provide active, co-operative and independent learning through dynamic and high-quality teaching.
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment.
- Create an inclusive learning community, which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.

- Provide an innovative, creative and integrated curriculum which inspires and motivates children and young people to learn, and which takes account of different learning styles.
- Support children and young people social development through a 24-hour curriculum.
- Work in partnership with parents, carers, children and young people and the wider community.

How we support children and young people with special education needs

The school will ensure that the welfare of our children and young people will be safeguarded, and their personal and academic growth secured, by ensuring that:

- We focus on continuous improvement, quality assurance, external evaluation, the continual professional development of our staff and partnership working with local authorities and other agencies.
- All staff are suitable, have the appropriate skills and qualifications to work with children and young people, and are provided with professional and personal development to keep up to date with theory and practice and to provide the highest standards of education and care. CPD and statutory training (such as Safeguarding) are high priority. A list of relevant qualifications is to be found within the school's Central Register.
- We offer a pleasant, clean, attractive and safe environment, which is geared to the needs of the children and young people and enables them to live a full life, and gives a firm structure and sense of order to the lives of children and young people, through which they can develop and be educated.
- We have sound procedures for investigations, recording and disclosure ensuring effective handling of any matters of concern and specifically any allegations of physical, emotional and sexual abuse.
- There is clarity in the standards of behaviour expected, how they are to be maintained and how unacceptable behaviour is to be tackled.
- We are responsive and flexible to the needs and potential of individuals.
- We maintain an atmosphere within which children and young people feel confident and able to express their views and take a full and active part in the processes of decision making around them.
- Children and young people learn to develop self-control, confidence and a sense of responsibility for their own lives and behaviour.
- Relationships are warm, supportive and capable of responding to problems and dealing with disciplinary matters fairly, sensibly and with sensitivity.
- All children and young people are provided with a range of learning opportunities based on the principals of the national curriculum framework and vocational pathways in which subject specific aims sit alongside the priority of spiritual, moral, social, and cultural development. Further learning and development is encouraged through the 24-hour curriculum and the contribution of care staff.

- Learning programmes are paced, personalised, delivered flexibly to small class groups and based on teaching styles that combine personal support and counselling with effective classroom teaching.
- Initial assessments take into account referring authority requirements, family/carer expectations and includes Education, Health and Care plans brought together in a multi elemental plan,
- Recording and reviewing of progress and behaviour, takes place on a regular basis and informs individual development as well as supporting effective relationships with authorities, parents and carers.
- Education and Care staff work closely together to assess support and guide learners, in a spirit of care, encouragement, tolerance and thoughtfulness
- We promote and facilitate cooperative work between the school and other professional agencies,
- We engage with families and carers, local authorities and agencies to support and strengthen the child's place within their family and community, with a particular emphasis upon the role of parents or carers and the relationship they have with us.

Farney Close School strives towards achieving equality of opportunity in all of its service provision and employment practices. Our aim is to build a diverse and socially inclusive environment that is responsive and appropriate to all.

5. Enjoy and Achieve

How we support the young people to enjoy and achieve

The achievement of good physical health and mental/emotional well-being are all intrinsic, essential and fundamental to the success of the journey to deliver the agreed outcomes.

Examples of everyday best practice:

- An individual written care plan for each child that is regularly reviewed.
- A Behaviour Support plan and Risk Assessment for each young person which is reviewed by the young person's Link-Worker each term and updated as required.
- A healthplan for each young person which is reviewed by the Schools Medical and Mental Health Lead on a termly basis and updated as required.
- Education, events, group work, tasks, holidays and visits including contact as part of the everyday programme for each child.
- Practical strategies and techniques are built into each child's waking day curriculum through strategies implemented with a multi-agency approach.
- Celebrating and recognising children and young people's efforts and achievements no matter how small.
- Involving children and young people in our care and, for those children and young people that are residential, the running of the house to achieve best possible outcomes.
- Children and young people being offered a full range of new experiences in the form of after school activities, as well as during the school day.

- Care and education provide a cohesive approach to supporting individuals through a one team approach.

Well-Being

Our Well-Being team works with the whole school in ensuring that all the people we support are treated as individuals and our provision is tailored to meet their needs and wishes from the point of admission and throughout their journey with us.

Farney Close School's designated team reflects on the needs of the children and young people that live within the school, however when additional support is required, from other specialists within the wider community, it is applied for separately e.g. Occupational therapy, CAMHs input etc. This enables us to be responsive to any newly identified, time limited or changing needs of an individual throughout their placement with us.

Therapeutic Approach

The therapeutic approaches within Farney Close are underpinned by a strong evidence-based approach as well as a theoretical understanding of child development, complex trauma, attachment, childhood mental health and neurodiversity. Many of the children and young people living and learning with us have experienced adverse childhood experiences (ACEs) which have impacted upon typical childhood development. The concept of a child's 'internal working model' (a cognitive framework of mental representations for understanding the world, self and others) is considered throughout the development of formulations.

The Farney Close face-to-face workers develop and maintain relationships that establish a safe and secure base for all the children and young people attending the school; the importance of the therapeutic value of the environment is essential. Creating a child centred nurturing environment with clear, reliable, expectations as well as routines and boundaries, are the building blocks for bespoke interventions and ensures our children and young people are cared for in an emotionally attuned environment.

Having experienced a sense of safety and containment the child or young person will, over time, have less need for their primitive defensive/survival behaviours, and / or fight/flight/freeze. The goal is for our children and young people to begin to explore the possibility of new relationships and ways of viewing themselves and the world around them. Through new attachments and relationships, the child or young person's ability to self-regulate and process their emotional world will grow; in time they will begin to be able to access and develop their potential for learning and achieving.

At Farney Close the following roles make up the Well-Being team:

- SENCO
- School Social Worker
- School's Medical and Mental Health Lead
- Referrals and Inclusion Officer

- Adolescent therapeutic counsellor
- Art Therapist
- Drama Therapist
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Therapy Assistants x 2
- Assistant to the SENCO

Children and young people placed at Farney Close have access to either Art Therapy, SALT, Lego Therapy, Adolescent counselling, Drama Therapy or/and SEND specialist sessions, depending on their ECHP and / or presenting therapeutic needs. Out Therapy Assistants support with undertaking work as directed by the SALT and the OT therapists. The nature of any therapeutic intervention is informed by the child or young person's inhouse SEND assessments, EHCP, views of parents, carers and staff who work closest with them at school plus the child or young person's opinions. Staff also have access to the school counsellor and to occupational health, should they feel that this would benefit them either personally or professionally.

Arrangements to Promote Health of the Children and young people at Farney Close.

FCS has a school's Medical and Mental Health Lead who administers medication each morning and throughout the school day. Care staff are also trained in the administration of medication and Emergency First Aid.

Staff members ensure that children and young people are educated in how to lead a healthy balanced lifestyle; this is achieved through consultations and link working sessions. Children and young people have an individualised health plan that covers their medical history, allergies, diet, exercise, personal hygiene and physical and emotional health. This is developed and shaped by the young person to take into account their views and health information provided by parents and the local authority.

The Catering Manager holds regular menu consultations with the children and young people both in School Council meetings and on an individual level where they are supported to make their own healthy choices surrounding meals. To further support healthy lifestyles the Enrichment Coordinator ensures that exercise related activities are offered each evening. This ensures that children and young people are able to learn how to manage their likes and dislikes with health benefits. All face-to-face workers are empowered to support our children and young people with their emotional wellbeing. A healthy lifestyle is also threaded throughout the curriculum with a particular focus in science and PE.

6 Protection of children and young people

The Farney Close designated member of staff for Safeguarding (DSL) is Sara Hack (Principal and Designated Safeguarding Lead).

The school has a deputy DSL: Becky Clements (Head of Behaviour and Attitude who was previously our School Social Worker)

The Governor responsible for overseeing Safeguarding is Zillah Webb.

Further members of the Safeguarding team (all DSL trained) are Ray Lau (Vice Principal), Austin Bye (Referrals and Inclusion Officer), Sharon Radley (SENCO) and James Mills (Head of Education who is also our CEOPs Ambassador). This team will be joined by Dawn Morgan (The School's Medical and Mental Health Lead) Jason Maynard (Head of Residential) and Jayne Champion (School Social Worker) who have taken up these posts in April and will undergo their DSL Level 3 training.

Monitoring and surveillance of children and young people

Farney Close has CCTV around the school grounds; our grounds are significant, and we view CCTV as essential to ensure that we are able to view anyone accessing our site. CCTV is also situated in the corridors of each House unit but only activated during sleeping hours so that movement during the night can be monitored. A member of the care staff sleep-in on each of the residential units with a Senior member of staff on call. Each of the House units have exterior door alarms, to ensure staff are alerted should anyone try and leave or enter the House at night.

Behavioural support

Positive Behaviour Support Plans are in place for each young person and detail triggers and means of support personalised for the individuals' presenting needs. Farney Close staff work within a framework, which respects personal and professional boundaries, all staff work to maintain consistent and effective boundaries for children and young people to help them learn to manage their own behaviour. All behaviour incidents are recorded on the appropriate forms (CPOMs) which is reviewed and signed off by a senior member of staff.

The children and young people who attend Farney Close are cared for within an ethos in which they are treated with unconditional positive regard, where they are aware of their rights and responsibilities and where there is an expectation that they will behave in ways which are acceptable and conducive to living harmoniously with other people. Emphasis is placed on rewarding acceptable behaviour and on helping children and young people gain resilience and coping mechanisms. This is achieved principally through the warm and positive relationships that exist between children and young people and staff along with positive reinforcement.

All face-to-face staff receive Team Teach training. Team Teach teaches proactive strategies such as de-escalation and diffusion techniques and reducing the likelihood of occurrence with physical always being used as the last possible resort.

This training incorporates trauma-informed and person-centred approaches integral to the application of the model. Team Teach focusses on prevention through de-escalation techniques ensuring that any response is a gradual and graded response moving from least intrusive to more restrictive dependant on the circumstance.

Debriefing takes place following any incidents, with both the young person and the adults involved. This enables us to offer care and guidance whilst also identifying strategies to support the young person moving forward.

7 Leadership and Management

Details and work address of provision

Registered Provider	The registered provider of Farney Close is: Farney Educational Trust Bolney Court, Crossways, Bolney, Nr Haywards Heath, West Sussex. RH17 5RD Phone: 01444 881811 Web: www.farneyclose.co.uk DFE No. 938/6217 URN: 126139Of Social Care unique reference number: SC014513		
Chair of Governors	Philip Hunt	Principal & DSL	Sara Hack
Vice Principal	Ray Lau	Business Manager	Alexia Yang
Head of Residential	Jason Maynard	Head of Education	James Mills
Head of Behaviour and Attitude	Becky Clements		

The schools' website (www.farneyclose.co.uk) provides links to our most recent Ofsted Inspection from both Education (June 2025) and from Social Care (Jan 2026).

Residential staffing Levels and Roles

Farney Close works on a one adult to four children and young people, as a minimum, within residential times. The residential team comprises of a Head of Residential, Assistant to the Head of Residential, a Senior Residential Social Care Worker plus Residential Social Care Workers (RSCWs) from grade 1 to 5, dependant on level of experience. All but two of the team work fulltime. All members of the care team are either qualified to level 3 Diploma / NVQ in Residential Care or are undertaking the award.

Formal supervision arrangements for staff

Staff Development:

- To ensure performance management and review is effective in supporting professional development for all staff.
- To ensure that all staff continue to have professional reviews of their work.
- To ensure that the staff have the necessary qualifications and training to become specialists in their field, making them more able to support students.

All staff receive a comprehensive induction programme on commencing work at Farney Close. Written records of induction and supervision sessions are kept and made available for inspection by Ofsted. Supervision sessions are carried out for the care

staff by senior team members, at least once each half term. These sessions are used for reflection, learning, support and guidance as well as an opportunity to celebrate success. Individual goals are set during supervision sessions, and they are used to monitor progress and view any areas that a staff member needs to develop. All staff will have their performance individually and formally appraised at least annually by their line manager.

Farney Close School Organogram - draft for April 2026 V3

