



**RESIDENTIAL  
STATEMENT OF PURPOSE**

Reviewed June 2026

Orchard Manor School, John Nash Drive, Dawlish EX7 9SF  
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Orchard Manor School  
John Nash Drive  
Dawlish  
Devon EX7 9SF



Dear Parent

## Welcome to Orchard Manor School

This Statement of Purpose is for our residential school site at Orchard Manor School- Dawlish. It will provide you with up-to-date information about our school, which we hope will help to provide answers to any questions that you may have.

Orchard Manor School is a Devon Local Authority Maintained Foundation Trust dual site day and residential special school for up to 220 young people, boys and girls, aged 3-19. Orchard Manor prides itself on being able to support pupils with Severe Learning Difficulties, Complex Communication, Interaction Difficulties and Autistic Spectrum Condition. The school is part of the Special Partnership Trust

At Orchard Manor we are committed to keeping every child safe with the child at the centre of everything that we do. At school our motto is “every day we live and learn together.”

We achieve this through working in partnership with:

- Multi agency teams
- By treating each child as an individual
- Ensuring that the work is challenging, but engaging

Our aim is to help each child enjoy education across the curriculum, which will enable them to be successful members of the school and wider communities.

We believe that every pupil should be given the opportunity to thrive, develop and grow. It is our aim to support each young person so that when they leave Orchard Manor, they are fully prepared for the next stage in their lives.

# Orchard Manor School Staff

## The Senior Leadership Team

Headteacher	Nicola Jones
Deputy Head Teachers	Jo Hill - Upper Campus Bryan Webster - Lower Campus
Assistant Head Teachers	Peter Smith Sam Hill
Designated Safeguarding Lead	Esther Craddock
Designated Deputy Safeguarding Leads	Paige Buckingham

## The Residential Team

Head of Care	Esther Craddock
Assistant Head of Care	Sam Poole
Senior Care Officer and Team Leader	Megan Barr
Care Officers	Tom Allen Tim Blight Amanda Graham Jude Goodwin Sonia Fletcher
Residential Administrator	Maire Cotterill



## Our Values and Vision

At Orchard Manor School, we promote a positive learning environment, culture, and ethos which gives our students the knowledge, skills and experiences to develop independence and reach their potential. We develop the understanding, interests, and aspirations of our students through the following values:



*At Orchard Manor, we teach Respect and build Relationships, through Kindness and being part of our community. Our children learn life skills which we are confident will make them ready for a future filled with Health and Happiness.*

Our holistic curriculum is designed around key elements which underpin our vision for the school so that our young people leave us prepared for their future. Our curriculum offer is flexible and supported by a commitment to inclusion and age-related experiences for all. We know that at any time our students will need varying levels of support and extension depending on their need



Orchard Manor adopts a whole-school approach to the support and development of pupils. Education and residential teams work in close partnership with parents and external professionals to deliver integrated care and learning that is inclusive and free from discrimination.

Each pupil is treated as an individual, with support tailored to develop their skills, independence, and wellbeing. Our vision is that every young person leaves Orchard Manor prepared for the next stage of their life.

Orchard Manor School is a 39-week residential provision and part of the Special Partnership Trust. We provide accommodation for up to 20 pupils with a range of additional needs, including Severe Learning Difficulties, complex communication and interaction needs, and Autism Spectrum Condition.

Across the school and residential provision, we prioritise safety, consistency, and positive relationships. Staff act as strong role models, providing care, guidance, and encouragement to support each pupil's development.

Ensuring that pupils feel safe, understood, and supported is our priority. Once this is established, pupils are better able to develop socially, emotionally, and academically.

## Residential Experiences

The residence provides a supportive environment for young people who often struggle to engage in education, or which need additional support to be able to meet their full ability.

Initially the residence provides a secure base to help meet the needs of the young people. Providing security, food, sleep, routines and additional support. Many of the young people we support in the residence struggle with transition and may struggle at home for a variety of reasons.

We find by providing the wrap around support of the residence we see an improvement in positive interactions and an increase in educational engagement.



### **The young people say:**

“I love coming to the residence I get to be myself and I get to spend time with my friends. I get more sleep”

“I've learnt how to iron and cook but I don't like the feel of the meat, so I learnt how I could shape the meatballs with spoons instead”

“I love the food in the houses”

“I like my travel training and doing things I don't normally do”

At the residence, the team build secure positive relationships with the young people. This enables the young people to feel confident in themselves and to act as an individual whilst successfully learning to live in a social and inclusive setting.

### **The parents say:**

“A HUGE part of our child's transformation has been directly to you all individually and as a team, and the consistent care and dedication of the whole OMS team.”

“It was so good to see D looking so relaxed and to see the return of the ‘twinkle in his eye’. A massive thank you to the whole residential team for everything you do to support him, and us.”

### **Ofsted (from the 2025 Report) says:**

“The strong level of consistent support that children receive from the staff really helps them reach their full potential.”

“The children say they have strong relationships with their key workers, whom they really trust.”

“It is clear how much children's confidence and self-esteem have grown over the past year. “

“Children receive well planned and timely support to prepare to transition towards adulthood.”

# What does Success Look Like in the Residence?

## Reaching Potential

- Setting appropriate and achievable targets
- Giving support with homework
- Developing their social and life skills
- Developing a sense of personal responsibility for clothing and hygiene
- Being offered the opportunity to attend after school activities and learn new skills in and out of the community
- Encouraged to take a role in their future/next steps



## Feeling Happy with a Sense of Wellbeing



- Encouraging and developing friendships
- Celebrating birthdays and other significant festivals
- Creating an atmosphere of belonging,
- Staff interest and empathy.
- Staff listening and responding appropriately to the young person's voice – i.e. house meetings, support and advocacy from an allocated keyworker, and ensuring that young people are able to contribute to their review meetings. Young people also have access to an independent visitor
- Creating a relaxed atmosphere where play and entertainment are encouraged
- Encouraging each pupil/student to personalise his/her own room
- Adjusting a menu to meet their needs {within reason}

## Developing Socially Acceptable Behaviour

- Learning to live alongside others, and celebrating our differences
- Developing a sense of personal hygiene
- Encouraging positive interactions through shared social occasions
- Developing a sense of positive self-identity



## Feeling Safe and Secure

- Ensuring each pupil/student knows the routine and should this change for any reason, supporting young people with preparation supported by staff in a timely manner.
- Ensuring all staff have training in Health and Safety, Fire Evacuation Procedures, First Aid and Child Protection;

- Ensuring that external doors to residential areas are secured, to prevent unauthorised access, and provide a safe place for young people to keep their personal possessions
- Providing an adequate level of staff to ensure that pupils and students are supervised at all times;

### Developing Self-Confidence

- Following familiar and comfortable routines;
- Setting achievable targets and to develop new skills;
- Offering encouragement and praise;
- Experiencing new skills whilst having fun



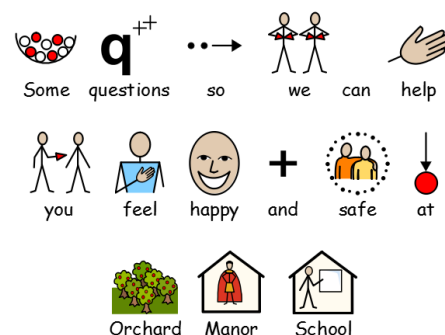
## Social Emotional Activities



At Orchard Manor we provide an extensive and varied activity programme. Our children have diverse backgrounds, and we are sensitive to their needs, and they are offered a range of activities which will enable them to experience new opportunities and extend themselves. Sporting activities on offer are swimming, walking, ball games, cycling, adventure play equipment, and swings. Leisure activities include TV and DVD, computers and iPads, Wii, puzzles, arts and crafts, modelling, cooking, meals out, youth clubs, cinema trips and many more.

## Communication Difficulties

We support the young people through a variety of approaches depending on their individual abilities and needs. We utilise Speech and Language professionals to assess their needs. Once the report is produced the whole school uses these constant approaches to support the young person.



## Sensory Difficulties

We support these young people through any sensory difficulties by adopting a variety of individualised strategies that are prescribed from professionals such as Occupational Therapists, Learning Disability Nurses and Speech and Language Therapists.

These strategies include:

- Sensory diets, visual timetables, social stories, mood boards, now and next.
- Understanding and being aware of the young people's sensory needs and adapting the environment to better meet their needs.
- Be aware of their needs during mealtimes and activities making allowances but whilst still encouraging new opportunities for the young people.



## Careers Advice and Work Experience

Careers education is offered as part of our PSHE programme of study. As pupils progress through the school they participate in work experience and are supported by a Careers South West Personal Adviser. The advisor visits the school on a regular basis helping pupils to plan for the transition to work or further education at sixteen.

The Residential Team supports the young people to transition to any future placements.



## Residential Provision

The young people board on a weekly basis in order that the formally assessed educational and social needs of the young person can be met. The primary role of the residential facility is to provide a safe, rewarding, and positive environment that will support academic and social progress, both inside and outside of the school. This is achieved through the provision of enjoyable structured activities, the development of social skills and by fostering good relationships with young people and their parents/carers.



The young people's progress and development is assessed through our ASDAN Life Skill Challenge and the evaluation and reviewing shared targets in line with their Education and Health Care Plans.

We have 2 residential buildings "Gala" & "Spartan"

Each house accommodates up to Ten residential places with all the bedrooms on the first floor including the staff bedroom and 2 bath/shower rooms

The houses offer a range of facilities to cater for varying age groups. There is an arts and crafts room with toys including models, cars and Lego. Both houses also have dedicated gaming rooms where the young people can enjoy playing PlayStation, Xbox and Switch 2.

Both dining areas are multi-purpose and as well as eating evening meals and breakfast there the young people can participate in various activities such as board games, nail painting and cooking.

There are warm and homely lounge areas where the young people often have watch films whilst enjoying snacks.

In addition, there are outside areas for socializing where we have BBQs and other outdoor celebrations.

The residence and school are set in 8 acres of woodland and green spaces. We have 3 play areas to use. We also have access to a swimming pool on site, and walks in the surrounding woodlands, as well as our own transport.



Our young people have access to all residences and are "matched" to the house that best fits their individual needs. Our aim is to give young people as much freedom as possible, whilst maintaining their safety and security.

## Safeguarding Procedures

All staff have a clear responsibility to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of any child at the school to the school's Designated Person for Safeguarding Esther Craddock, or in her absence, the Safeguarding Deputy, Paige Buckingham.

The Designated Safeguarding Lead, Esther Craddock, has overall responsibility for child protection/safeguarding matters though all of the Level 3 Safeguarding Officers have received specialist training in this field and act as a source of advice and support to the other school staff.

All school staff in contact with young people receive regular awareness training in child protection.

It is the policy of the school to inform all young people of their rights to be free from harm and encourage them to talk to staff or outside agencies if they have any concerns. The school has a Safeguarding Policy, which is available for viewing on request on our website.



## Holidays in Term Time



Holidays should be taken within the school holiday periods. Authorisation of term time leave can only be given in exceptional circumstances. Parents/carers will be made aware of the importance of trying not to take holidays during term time.

## Monitoring Procedure

The Head Teacher has the responsibility for monitoring the Attendance Registers. Any concerns will be reported to the DCC Education Welfare Officer (EWO), who visits the school on a regular basis to monitor the registers and take action where attendance issues are indicated. Attendance figures are reported to the Local Authority.

## Role of the LA Educational Welfare Officer (EWO)

The EWO operates within a legal framework on behalf of the LA in discharging its legal obligations. The EWO will ensure that the Education Act 1996, which relates to children receiving efficient full-time education suitable to their age, ability and aptitude, is complied with, in line with the LA values, policies and procedures. One of the main objectives is to maintain and improve school attendance and monitor school registers, hold regular consultation with the school staff responsible for attendance and obtain referrals from the school. They may follow up



referrals by:

- Communicating with parents/carers by letter or phone
- Arranging a number of home visits
- Liaising with other professionals/agencies

The outcome of any intervention will be communicated back to school.

Parents may wish to contact the EWO themselves to ask for help or information. The EWO can be contacted through Orchard Manor School.

## Admission Arrangements

In accordance with LA policy, all young people admitted to Orchard Manor School will have an 'Education Health Care Plan (EHCP)' following a multi-profession assessment. All potential student referrals are made through the Devon LA 0-25 SEND Team commissioners after discussion by a multi-professional panel to establish what form of provision is required.

Following this process, an information pack on the prospective young person is sent to the school as a referral for potential placement. Based on this, the Leadership Team at Orchard Manor make an initial decision as to whether it is considered likely that they can meet the young person's specific needs within the school's resourced level.

Where the school feels that they can potentially meet them, parents/carers, the young person and any other involved professionals are invited to visit the school for a formal interview (prior informal visits can be facilitated if requested). Senior staff may also arrange a pre-visit to the student's existing school and/or home prior to the offer of a formal interview to gather additional relevant information if deemed necessary.



Following this complete process, the school will inform the 0-25 team whether they feel that they can meet the young person's needs and indicate a provisional starting date where appropriate (usually within 2 school weeks of interview). The 0-25 SEN Team will then contact the prospective young person's parents/carers offering them a place at Orchard Manor School and detailing arrangements for transport.

Each young person requires a different approach. Some young people visit the living groups to meet the other young people and the care staff, come for tea visit, then stay overnight, and gradually progress until they are resident. Others move in immediately, as a step-by-step approach would be too confusing.

Once a decision has been made for the young person to come in as a resident, parents, staff and care managers discuss the best approach. We can provide information in a format appropriate to the young person, so if photographs or symbols would help with the transition, these can be made.

## Contact with Parents

Parents and family members are welcome to visit any time. However, we do ask for this to be arranged with the care staff to avoid any clashes with activities planned.

Young people have access to the residential house phone within the residence.

Appointments to meet staff may be made by contacting the school during normal office hours on: **01626 862363**

Weekly Residential Reports are sent to parents/carers. Risk Assessments, BSP and Care Plans are sent out at the end of every term.

In addition, we welcome young people's families to join us for our celebratory days around Halloween, Christmas, Easter and the Summer.



## School Code of Conduct

Acceptable standards of behaviour, attitude in work and play, depend on the example of us all. Our expectations of young people must be high. We must set high standards and apply the rules firmly and fairly. We must expect to give respect and receive respect.

Good relationships are vital in providing positive outcomes in our work. Staff should take the initiative with the young people by:

- Greet and be greeted
- Communicate and expect and wait for a response
- Smile and relate. Be aware of the need for good positive communication



## Charging Policy

Many trips are subsidised by the school, but parents may be asked to contribute. No child will be prevented from joining an educational visit through inability to contribute.

Young people causing deliberate damage to the fabric of the building and school equipment may be expected to pay a contribution towards repair and / or replacement, whichever is the most cost effective. A letter to request a contribution will be sent to the parents / carers giving a full account of the circumstances and stating the full amount of the repair / replacement.

## Dietary Needs



The residence caters for a variety of pupils with a variety of needs. Each pupil has an individualised care plan. Within the care plan any dietary needs are detailed. The care plan is agreed with the child, parents/ carers and social workers. The details of the care plan are shared with all care staff and are regular reviewed by the team leader and keyworker for the pupil.

If there are specific dietary requirements prescribed by other professionals such as SALT, dietician and doctors their involvement will be documented in the Care Plan or Health Passport as described and followed by the team.

## Equal Opportunities

The school has an important role to play in the whole development of each individual student and is committed to equal opportunities for all. At Orchard Manor School we aim to be sensitive to the religious, spiritual, moral, social, racial and cultural background and beliefs of all the young people. Details of cultural, religious, identity and other needs are detailed in the pupil's care plan.



## Positive Relationships

The school places great emphasis on a structured and consistent approach to supporting the behaviour of all pupils. We believe there is a strong link between positive behaviour and learning outcomes for the young people.



Staff training and induction procedures inform staff, pupils and parents of the standards of behaviour expected, how these standards are to be maintained and how unacceptable behaviour is to be managed.

The basic philosophy of the school is to reward appropriate behaviour rather than apply sanctions for inappropriate behaviour. Effective behaviour management relies more on good relationships and positive interactions.

It is important to remember that most pupils behave reasonably well most of the time and conform to reasonable expectations. However, in some extreme cases, the use of positive intervention may be needed, and this must be undertaken in a controlled and expert manner. When risk assessing behaviour, the following points must be borne in mind to ensure there is a child centred approach to the level of intervention required:

- The age, both chronological and developmental, as there could be a wide variation
- The long term aims for each child need to be set in small developmental steps
- Any relevant medical conditions affecting the way in which a child behaves

Learning appropriate behaviour will often be a long, slow, process, with the need to reward any movement towards positive behaviours and outcomes

There are various rewards and acknowledgements for good behaviour. The school operates an Awards System that monitors and rewards efforts at improving behaviour. There is also a policy for



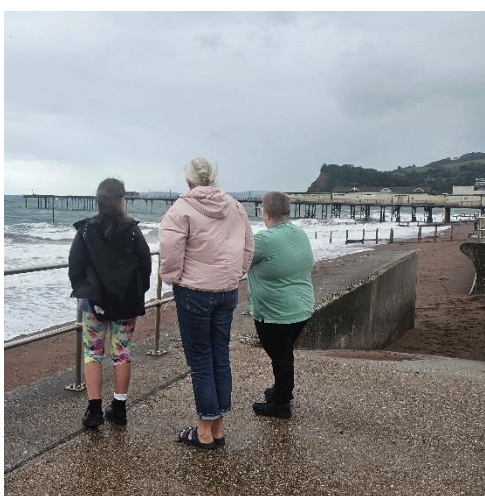
'Behaviour Management' which is available for viewing on request or can be found on our website.

## Sanctions / Consequences Statement

Many of the young people in our care do not fully understand the concept of sanctions or consequences, but it is important that as part of their social and life skills development they learn about different environments and what is socially acceptable behaviour. As part of this learning, young people will have the opportunity to experience all aspects of life and social settings, but the degree of supervision and support they may need to ensure the safety of others may vary, and in some cases, it may be that the young person will be risk assessed out of an activity based on previous experience and level of need.



The Ethos and Vision of Orchard Manor is one of working together in a positive learning environment that focuses re-enforcing positive behaviours using praise, positive communication, inclusive activities, building self-esteem, certificates and special events for the children to enjoy and participate in.



When negative behaviours do occur, we focus on supporting the young people to work through this and how we can help them to learn more appropriate coping mechanisms or affective ways of communicating, so that the negative behaviours aren't replicated.

To do this, we work across the whole school sharing ideas and interventions, we seek assistance on an individual basis from the wider community such as; Speech and Language Therapists, Learning Disability Team, Occupational Therapists, Social Care, Parents and Clinicians.

We then use this information to inform and develop our practice in working with and supporting the young people. These are documented in their relevant paperwork such as; Care Plans, Behaviour Support Plans and Risk Assessments.

We treat every young person we support as an individual and as such, each young person has differing abilities and levels of understanding. This will help support some of the young people into a successful next placement, whether this is an adult placement or a different placement, it may be suitable to implement an appropriate consequence to a negative behaviour.

Consequences must follow a clear Behaviour Support Plan, detailing the agreed consequences and the rationale behind them.

Residentially, keyworkers will discuss and agree the set consequence with their child. This discussion will be logged as part of a keyworker session and then formalised as part of the Behaviour Support Plan.

- All consequences must be appropriate to the behaviour
- All consequences need to be put in place within a reasonable time frame
- All consequences must be logged at the time
- All consequences must then be discussed with the young person and logged with the consequence log
- All consequences will be reviewed by Team Leaders and SLT

## De-Escalation and Positive Handling

We consider physical intervention our final action in the event of a young person presenting a risk to themselves, another young person or adult or causing significant damage to property. All care staff have received appropriate training in de-escalation and positive handling techniques. Positive handling, or restraint, is only used as an absolute last resort when all other de-escalation strategies have been exhausted and/or no other safe alternatives are left. Such actions will only ever be deployed using the minimum force for the minimum time required to safely de-escalate such a situation.

Physical intervention is only used where action is necessary and there is an immediate risk of injury/harm to a person and all other non-physical staff actions and verbal instructions to stop have been exhausted e.g.

- A young person is at serious risk of harming themselves / or placing themselves or others in danger
- A young person is attacking another person



Physical intervention will only be used where there is a developing risk of injury or significant damage to property and all other non-physical staff actions and verbal instructions to stop have been exhausted e.g.

- A young person is engaged in (or about to engage in) significant acts of vandalism or damage to property
- A vulnerable young person is attempting to abscond, and it is risk assessed that this will place them in danger

Whenever possible parents/carers will be informed immediately of a restraint by phone. Comprehensive records are kept for all such incidents, including antecedents, incident details, parties informed and young person and staff debrief.

## Student Complaints

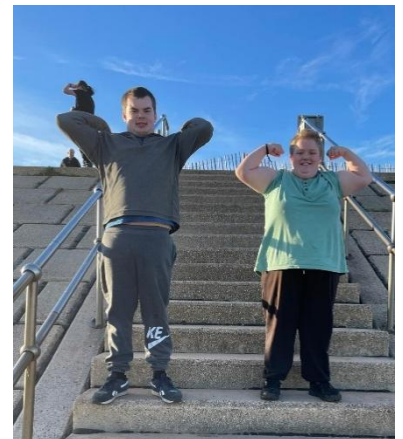


The school has a formal complaint procedure. The first stage is to contact any member of staff you choose. If the matter cannot be resolved, a complaint may be made in writing to the Team leader. The team leader can then escalate up to the Head of Care or Head Teacher if they are unable to resolve the complainant themselves. There will be a reply or an opportunity to meet within three working days. If still not satisfied, then a formal appeal may then be made to the Governing Body or the Local Authority.

Both residential buildings have a Complaints Book that the young people are made aware of, and the school has a policy for 'General Complaints' which is available for viewing on request.

## General Complaints Procedure

If parents wish to discuss any aspect of the school, they are welcome to contact the school to make an appointment to see a senior member of staff. The school has a formal 'General Complaints' policy which is available on request. The first stage is to contact your child's keyworker or teacher to explain the problem. If the matter cannot be resolved by this less formal approach, then a formal complaint may be made in writing to the Head Teacher, who will then respond to you and deal with it as a priority. If, after discussion, parents are not satisfied they may make representations to the school governors through the Clerk to the Governors, who can be contacted at the school.



If the matter still cannot be resolved, parents may make representations direct to Devon L.A. or directly to Ofsted:

Ofsted  
National Business Unit, Royal Exchange Building  
St Anne's Square  
Manchester M2 7LA  
Telephone: 0300 123 4666

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

[www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents)

## Useful Contacts

### **Children's Commissioner for England**

Sanctuary Buildings, 20 Great Smith Street  
London, SW1P 3BT

[www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

Telephone: 020 7783 8330

### **NSPCC**

Worried about a child or young person?

Contact the NSPCC for help and advice.

Telephone: 0808-800-5000

### **Integrated Children's Services**

Springfield Court, Fishleigh Road,

Roundswell Business Park

Barnstaple, Devon, EX31 3UD

Telephone 01271 384000

For out of hours contact

Emergency Duty Service on 0345 600 0388.

### **Childline**

Available for children and young people in  
the UK to talk about any problems.

Freephone available 24hours a day.

Telephone: 0800-1111.

### **Integrated Children's Services**

#### **Torbay Emergency Duty Service**

Out of hours: 0300 456 4876

SMS number: 07810 54 8004

### **Ofsted**

Piccadilly Gate, Store Street

Manchester, M1 2WD

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

0300 123 1231

Open 08:00 to 18:00, Monday to Friday