

Valence School
enabling independence

# STATEMENT OF PURPOSE

## 2026/2027

Preparing for Adulthood @ Valence

# Table of Contents


| | |
|---|---|
| Welcome to Valence School Residential Provision | 3 |
| Aims and Objectives, Our Vision and Values | 4 |
| Caring for Children and Young People | 5 |
| Admissions, Assessment and Transition Planning | 6 |
| Residential Life at Valence School<br>Residential Keyworkers | 7 |
| Preparing for Adulthood | 8 |
| Activities, Leisure and Community Participation | 9 |
| Keeping in Touch with Family and Friends /Advocacy | 10 |
| Student Voice and Participation/Communication | 11 |
| Equality, Diversity and Inclusion | 12 |
| Keeping Children Safe / Preventing Bullying | 13 |
| Compliments and Complaints /Positive Behaviour Support/ online Safety | 14 |
| Education | 15 |
| Health, Nursing Support and Wellbeing | 16 |
| Therapy Services / Outreach and Specialist Services | 16 |
| Our Team Structure | 17 |
| Training and Professional Development | 18 |
| Leadership and Qualifications | 19 |
| Contact Information / Closing Statement | 20 |

# Welcome to Valence School Residential Provision

Welcome to the Residential Provision at Valence School. Residential life is an important extension of the school's educational offer, providing opportunities for learning, development and personal growth throughout the day and evening. We recognise that every student is unique and tailor support to their individual strengths, interests, aspirations and needs.





Our aim is for students to feel safe, valued and respected while developing confidence, independence and the skills they need for adulthood. Through high-quality care, education and therapeutic support, we provide a nurturing environment where students can build friendships, enjoy meaningful experiences and achieve the best possible outcomes.

# Aims and Objectives, Vision and Values

**Our Aims**

- Promote safety, wellbeing and positive outcomes.
- Develop independence and preparation for adulthood.
- Support communication and self-advocacy.
- Encourage participation, choice and decision-making.
- Provide a personalised package of education, care and therapy.
- Work in partnership with families and professionals.
- Foster positive behaviour and respectful relationships.
- Promote equality, diversity and inclusion.

**Our Vision**

To provide every student with an outstanding learning and residential experience that supports their intellectual, physical, emotional and social development.
We work in partnership with families, local authorities, health professionals and other agencies to ensure that every young person receives a personalised package of education, care and support that prepares them for the next stage of their lives.
At Valence School our culture is built around four core values:

**Respectfulness**
**We promote kindness, dignity and respect, ensuring that everyone feels valued and included.**

**Resilience**
**We encourage students to embrace challenges, develop confidence and learn from their experiences.**

**Positivity**
**We focus on strengths, achievements and possibilities rather than limitations.**

**Passion**
**We encourage students to discover interests, talents and aspirations that enrich their lives and future opportunities.**

# Caring for Children and Young People

At Valence School, every child is viewed as an individual with unique strengths, preferences, ambitions and support needs.
Working within a multidisciplinary framework, residential staff, therapists, nurses and education teams collaborate to deliver a personalised programme of support that promotes achievement, wellbeing and meaningful independence.

**Support may include:**

- Functional communication programmes
- ICT and assistive technology
- Specialist mobility and power-chair training
- Personal care and daily living skills
- Eating and drinking programmes
- Speech and language therapy
- Physiotherapy
- Occupational therapy
- Nursing and healthcare support
- Emotional wellbeing support
- Positive behaviour support
- Community participation activities

Our students are encouraged to make choices, express preferences, build friendships and participate fully in residential life. The individuality, dignity, rights and aspirations of every young person are respected and promoted throughout their stay



# Admissions, Assessment and Transition Planning

Valence School provides residential placements for children and young people whose Education, Health and Care Plan (EHCP) identifies that their needs are best met through a combination of educational and residential provision.

We are committed to ensuring that students experience a positive and well-planned transition into residential life. Working in partnership with students, families, local authorities and relevant professionals, we gather information about each young person's strengths, needs, communication methods, health requirements and aspirations to ensure appropriate support is in place from the outset.

Transition arrangements are tailored to individual needs and may include home visits, tours of the boarding provision and planned transition visits. Students are encouraged and supported to share their views, wishes and feelings throughout the process, enabling them to participate in decisions about their residential experience.

All admissions are subject to a comprehensive assessment process to ensure that the school can meet the young person's educational, social, emotional, medical and therapeutic needs safely and effectively. Consideration is given to health, communication, mobility, safeguarding, compatibility within residential groups, and any staffing or environmental requirements.

Placements are reviewed regularly to ensure that residential provision continues to meet the student's changing needs and supports their progress, wellbeing and preparation for adulthood.



# Residential Life at Valence

The residential provision complements and extends learning opportunities beyond the school day. Students live within eight fully accessible bungalows designed to provide a safe, comfortable and welcoming home-from-home environment.

The accommodation promotes privacy, dignity and independence. Students are encouraged to personalise their bedrooms and participate fully in daily routines, decision-making and community life within their bungalow.

Each bungalow has dedicated staff who understand the individual needs of the young people living there. Residential Managers provide oversight and support throughout the residential provision, ensuring high standards of care, safeguarding and wellbeing.

Students are supported to participate in a range of practical daily living activities including:

- Meal planning and preparation
- Shopping
- Laundry tasks
- Household responsibilities
- Budgeting activities
- Personal organisation



These experiences contribute significantly to the development of independence providing  a sense of agency and autonomy in preparation for adulthood.

**RESIDENTIAL KEYWORKERS**

Each student has a keyworker assigned to them for dedicated support. The keyworker develops a close working relationship with their student, providing emotional  support and guidance, someone to talk to, as well as working on areas they would like to develop.

Keyworkers develop nurturing relationships with students to support their emotional needs while respecting their rights and dignity. They have the skills and knowledge to recognise their student's individual healthcare needs and act appropriately.

The keyworker coordinates with colleagues across the school to advocate for their student and ensure a consistent approach to their support. They are responsible for maintaining communication with the student's family or carer.



# Preparing for Adulthood

Preparing for Adulthood is embedded throughout residential life and forms a central part of the support offered at Valence School.
Residential staff work collaboratively with education, therapy and healthcare colleagues to ensure students develop the knowledge, skills and confidence required for adult life.
In line with the national Preparing for Adulthood framework, opportunities focus upon:

**Independent Living**

- Personal care
- Domestic skills
- Money management
- Healthy lifestyles
- Home and personal safety

**Community Inclusion**

- Travel training
- Community participation
- Relationships
- Accessing local services
- Social opportunities
- Interest and Hobbies

**Employment and Future Aspirations**

- Work-related skills
- Responsibility
- Volunteering opportunities
- Decision-making
- Goal setting

**Health and Wellbeing**

- Managing health needs
- Mental health awareness
- Healthy eating
- Physical activity
- Self-advocacy

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Preparing for Adulthood @ Valence

**Students make evident progress in their confidence, independence and social skills.**

**Ofsted Inspection March 2026**

# Activities, Leisure and Community Participation

At Valence School, we recognise that learning, personal development and enjoyment continue beyond the classroom. Participation in leisure, recreational and community-based activities forms an important part of our 24-hour curriculum. Residential staff work closely with education, therapy and nursing colleagues to ensure activities provide meaningful opportunities for learning, social interaction and personal achievement.

Activities are planned around each student's individual interests, strengths and aspirations. Students are encouraged to make choices about how they spend their leisure time, explore new opportunities and develop interests and hobbies. Students are supported to participate in activities both within the residential provision and in the wider community, enabling them to experience new environments, build social networks and develop essential life skills.

**Activities Within Residential Provision**

Students have access to a broad range of activities designed to be enjoyable, inclusive and accessible to all. Opportunities may include:



- Arts and crafts
- Music sessions
- Boccia club
- Drama and performance activities
- Cooking and baking
- Gaming and technology-based activities
- Movie nights
- Sports and fitness activities
- Sensory experiences
- Gardening projects
- Gym
- Reading and storytelling
- Themed evenings and celebrations
- Social events within the boarding houses
- Group games and challenges
- First Aid
- Fire Safety



# Keeping in Touch with Family and Friends

We recognise the importance of maintaining positive relationships with family members, carers and friends. Students are actively supported to remain connected with the people who matter most to them.
Students have access to telephones, computers, email, iPads and personal devices, enabling them to communicate in ways that are meaningful and accessible.
Dedicated areas within the bungalows provide privacy for conversations and family contact. Residential Keyworkers maintain regular communication with families and work collaboratively to ensure consistency in care and support. Parents and carers are encouraged to participate in coffee mornings, school events and the Friends of Valence group.

**Feedback from parents and professionals is consistently positive. Families feel involved in their child's care and value strong relationships and clear communication from staff.**

**Ofsted report 2026**

**Advocacy**

Although our students are supported by their keyworker, we recognise that there may be occasions when students wish to speak with somebody independent of the school. Advocacy provides an important source of support and helps ensure children's rights are protected. A former pupil acts as an Independent Advocate for our students who visits regularly and is available to provide guidance, support and representation where required. The advocate develops positive relationships with students and understands how to communicate effectively with children and young people who have a wide range of additional needs.
Students are supported to understand:

- Their rights.
- How to raise concerns.
- How to make complaints.
- What advocacy services are available.
- How advocacy can support them.

# Students Voices /Communication

**STUDENTS' VOICES**

Students' opinions are actively sought using methods appropriate to their level of understanding and communication needs. Students meetings are held regularly to seek their perspectives and feedback. Students are supported to understand their rights and can access independent advocacy whenever required.

Active steps are taken to enable all children to make their views known about their residential experience.

Seeking the views of our students and their families is important and we regularly provide questionnaires to gain feedback.

Student questionnaires are presented in an accessible format, and staff provide support complete them where required.

Feedback is reviewed by the Head of Safeguarding & Social Care and the The Senior Residential Manager, who ensure that concerns are addressed promptly and opportunities for improvement are acted upon."

**Communication**

Effective communication is central to every aspect of life at Valence School. We work closely with speech and language therapists to ensure students can communicate as independently and effectively as possible.

Communication methods may include:

VOCAs.

Eye Gaze technology.

Communication books.

Visual communication systems.

Makaton.

Assistive technology.

Residential staff receive specialist communication training to ensure they understand and can effectively support each student's preferred method of communication. Students are actively encouraged to express choices, preferences, opinions and aspirations.



# Equality, Diversity and Inclusion

We are committed to promoting equality, celebrating diversity and creating an inclusive environment where everyone feels valued and respected. We actively promote children's rights and ensure all students are treated with dignity, fairness and respect.

Our residential provision welcomes and supports children and young people from a wide range of backgrounds, cultures, faiths and experiences. We actively challenge discrimination and promote positive attitudes towards difference. We regularly consult with students and their families to ensure they are able to practice their faith or beliefs.

We ensure that:

Individual identities are respected.

Cultural and religious needs are supported.

Equality of opportunity is promoted.

Students are treated with dignity and respect.

Diversity is celebrated across the school community.



# Keeping Children Safe

Safeguarding is embedded throughout daily practice. All staff maintain a culture of vigilance and take prompt action when concerns arise.
We are committed to providing a safe environment where children and young people are protected from harm and supported to thrive.
The school has trained Designated Safeguarding Leads (DSLs) who oversee safeguarding practice and provide support, advice and guidance to students, families and staff. All staff receive safeguarding training and understand their responsibilities for identifying and reporting concerns.
Concerns are recorded and managed through recognised safeguarding procedures and systems. Risk assessments are completed where necessary to minimise risk and promote safety whilst enabling students to access meaningful opportunities and experiences.

**Students are supported to understand:**

- Personal safety.
- Healthy relationships.
- Online safety.
- Bullying awareness.
- How to seek help.

Any disclosure or concern is taken seriously and acted upon promptly and appropriately.

**Preventing Bullying**

We are committed to creating a caring, respectful and inclusive environment where bullying is not tolerated. Students are encouraged to treat each other with kindness and respect and to report any concerns regarding bullying behaviour.
Bullying, discrimination, harassment and derogatory language are addressed promptly and effectively. Staff work proactively with students to promote positive relationships and develop understanding of difference, inclusion and equality.
We regularly promote anti-bullying messages through assemblies, activities and awareness events, helping students understand how to keep themselves and others safe.

**Compliments and Complaints**

We welcome feedback from students, families, carers, professionals and visitors, as this helps us continually improve our service.

We aim to resolve concerns quickly and fairly and encourage individuals to discuss issues informally wherever possible. Where concerns cannot be resolved informally, a formal complaints process is available and operates in accordance with school policy.

**Students are supported to understand:**

How to make a complaint.

Who they can speak to.

What happens when a complaint is made.

How concerns will be investigated.

Their right to advocacy support.

We view complaints as opportunities to reflect, learn and improve the quality of our provision

**Positive Behaviour Support**

Our approach to behaviour is based on understanding, support and positive relationships. We recognise that behaviour is often a form of communication and seek to understand the underlying reasons behind behaviours of concern.

We use Positive Behaviour Support approaches which focus on:

- Building positive relationships.
- Understanding individual needs.
- Developing communication skills.
- Supporting emotional wellbeing.
- Teaching alternative coping strategies.
- Celebrating success.

Where necessary, individual Positive Behaviour Support Plans are developed in partnership with students, families and professionals. These plans provide personalised guidance for supporting each student safely and consistently.

Physical intervention is used only as a last resort and only when necessary to prevent injury, serious harm or significant damage. Any intervention is recorded and reviewed by senior leaders. Staff receive accredited Team Teach training to support safe and effective practice.

**Online safety:** Students have access to a wide range of technology and have a PC set up in each bungalow. Wi-Fi access is found across the school site, including the home living areas. Online safety is of paramount importance and is integrated into the curriculum. Appropriate internet access is provided for the purposes of organised and private study outside school hours and for social purposes.

All students have an email address and are supported in their understanding of online safety and potential risks of using the internet.

Students and parents are asked to sign the Acceptable Use of Technology Policy.

**Please see the mobile Phone Policy for further information.**

# Education

Valence School provides students with a broad curriculum pathway that meets their intellectual, physical, social, and emotional needs. We believe that achievements and outcomes for our students are measured against their individual needs, abilities, and goals rather than their age. Working together with families and a wide range of support agencies, each student is valued, supported, and challenged to achieve their full potential.

Students are further supported through revision clubs, extended classroom learning opportunities, and the development of practical life skills. Learning is reinforced within the residential setting, enabling students to apply and consolidate their knowledge and skills in meaningful everyday situations.

**Our curriculum approach:**

**(EYFS)**

Students develop a sense of security in the school environment, establish positive relationships with familiar adults, explore the world using their sensory and physical capabilities and establish behaviours through which they can communicate.

Primary: Owl, Rabbit, Hedgehog and Deer

Pre-Formal – Keller class

Students develop on the ImPACTS curriculum, with individual targets focusing on communication, cognition, physical skills, as well as personal, social, emotional and independence targets.

**Semi-Formal – Simmonds classes**

Students achieve best when learning is related to their own experience through structured exploration, functional activities, or a topic-based approach. In KS2 and KS3, the curriculum content corresponds to the National Curriculum. The assessment system focuses on an individual student's EHCP outcomes and short-term targets, which measures their progress over time.

Independence is an important part of the timetable to help students experience and embed important life skills for the future.

**Formal – Hawking classes**

Students access a range of National Curriculum subjects modified for their special educational needs. There is a high level of structure and learning is linked to activities which are consolidated and applied in practical sessions.

Although students are not necessarily grouped in residential provision according to their educational pathways, their learning profiles are considered when planning structured activities. This helps ensure opportunities are tailored to their individual needs and support ongoing learning, personal development, and growth.

# Health, Nursing Support and Wellbeing

**Health and Nursing Support**

Nursing staff work closely with education, therapy and residential teams to provide integrated care throughout the school day and beyond.



**The nursing team supports:**

- Health assessments.
- Medical procedures.
- Medication management.
- Emergency healthcare support.
- Clinical training for staff.
- Health promotion and wellbeing.

**Therapy Services**

Our multidisciplinary therapy team includes:

- Dental Services
- Physiotherapists
- Occupational Therapists.
- Speech and Language Therapists.
- Therapy Assistants.

Therapy programmes are embedded into daily routines and educational activities, enabling students to access learning and maximize their independence and wellbeing.

**Outreach and Specialist Services**

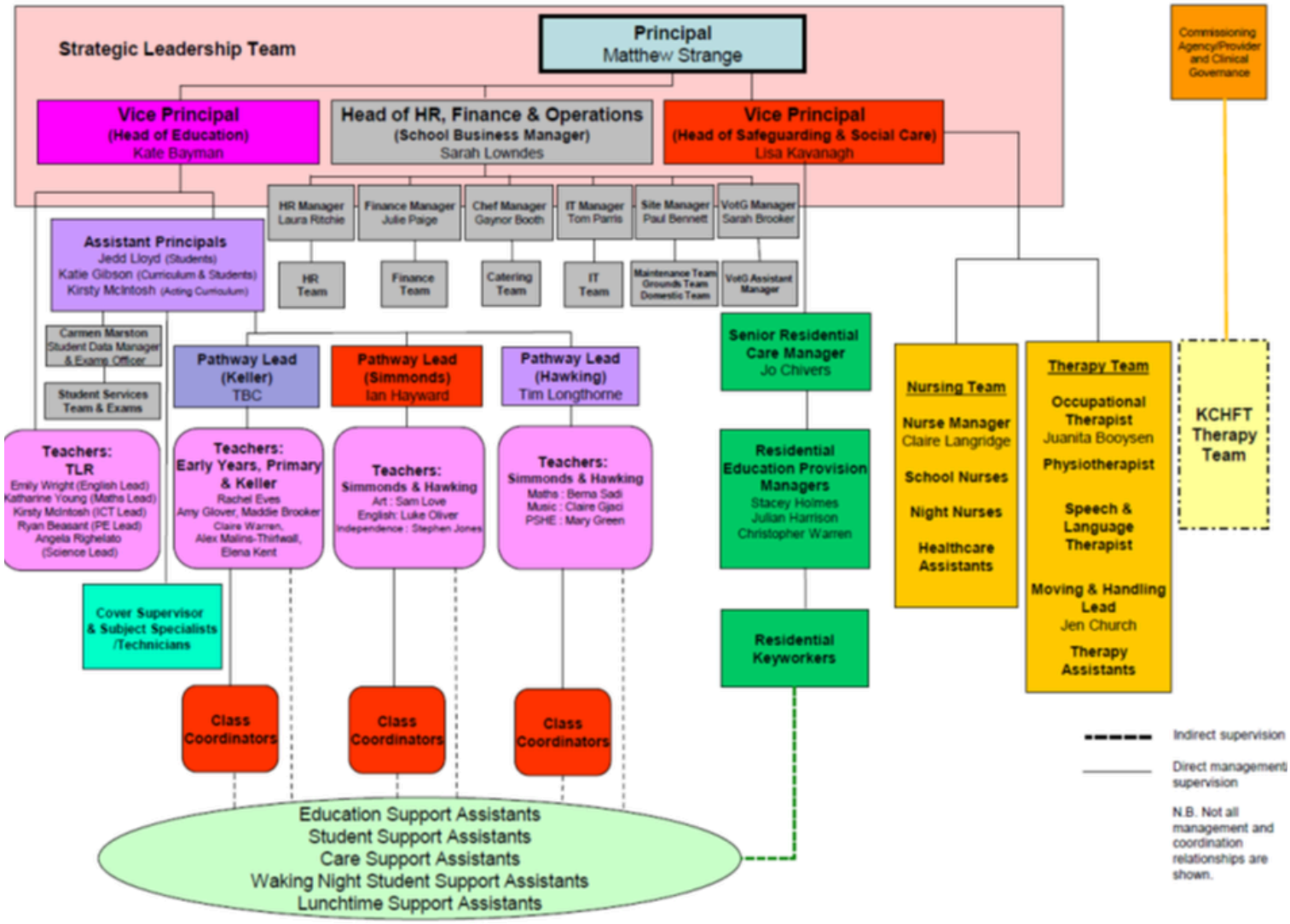
Through partnership working with Kent Community Health NHS Foundation Trust and other specialist agencies, students may access additional services including:

- Wheelchair Services.
- AAC Services.
- Community Paediatricians.
- Dysphagia Services.
- Visual Impairment Support.
- Hearing Impairment Support.
- Consultant Clinics.
- Technology and Assistive Equipment

Students have access to specialist equipment and assistive technology tailored to their individual needs.

Internet access is monitored appropriately and students receive ongoing education regarding digital citizenship and online safety.

# Our Team Structure



# Training and Professional Development

We are committed to maintaining a highly skilled workforce that is equipped to meet the complex and diverse needs of our students. Staff undertake comprehensive induction programmes, mandatory training and ongoing professional development throughout their careers.
Learning may include:

- Safeguarding.
- Online  Safety
- Preventing Radicalisation
- First Aid.
- Team Teach.
- Communication.
- Moving and Handling.
- Personal Care.
- Medical Procedures.
- Epilepsy Management.
- Eating and Drinking Support.
- Health and Safety.
- Equality and Diversity.

Managers support colleagues through regular supervision, reflective practice and annual appraisal processes, ensuring high standards of care and continuous improvement.



**Leadership and Qualifications**

VICE PRINCIPAL (SAFEGUARDING & SOCIAL CARE)

The Vice Principal is a qualified Social Worker, with over 12 years' experience as a Registered Manager for KCC Short Breaks, prior to joining Valence School.

Qualifications: BA Social Work (England)
Level 5 Management & Leadership (CMI)
Level 4 Residential Childcare
Level 3 Children & Young People

Training: Team Teach Intermediate Tutor
Designated Safeguarding Lead
First Aid at Work
Fire Safety
Epilepsy / Emergency Medication
Moving & Handling
Safer Recruitment

**Senior Residential Manager**

The Senior Residential Service Manager has over 40 years' experience in social care and more than 20 years at Valence School. They hold a Level 5 Diploma in Leadership and Management and maintain specialist training in safeguarding, behaviour support, epilepsy management, first aid and safer recruitment.

# Contact Information

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Key Contacts
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**REP Team Managers**
Julian Harrison
Stacey Holmes
Chris Warren

**Staff create a calm, predictable and emotionally secure environment. Their warm, patient and reassuring approach helps students to feel safe and able to express themselves.**

**Ofsted report 2026**

**Closing Statement**
At Valence School, we are proud to provide a residential service that is safe, nurturing, ambitious and child-centred. Through strong partnerships with families, education professionals, therapists and healthcare colleagues, we support children and young people to achieve meaningful independence, build confidence and develop the skills they need for successful adult lives. We remain committed to ensuring that every student experiences belonging, opportunity, achievement and respect throughout their journey with us.