

Statement of Purpose

2026-27

CONTEXT

Marland School is a multi-site special school that caters for the needs of learners between Key Stage 1 to Key Stage 4, all of whom have an Education & Health Care Plan (EHCP) for SEMH and/or associated Special Educational Needs (SEN). It is an integral member of the Sentient Co-operative Foundation Trust of maintained special schools located across the whole of Devon. The school currently operates from four school sites in North Devon:

- Residential School provision in Peters Marland near to Torrington: Boys only, Years 4-11, 40 places.
- Secondary Day School provision at Roundswell, Barnstaple: Co-educational, Years 7-11, 40 places.
- Secondary Day School provision at Alverdiscott, Bideford : Co- educational, Years 7-11, 40 places
- Primary Day School provision in Central Bideford: Co-educational, Years 1-7, 42 places.

ETHOS

The ethos of the school is centred around continually striving to meet the holistic needs of each individual student, the overall aim being to provide each one with the highest quality of personalised teaching, learning and care. There is a major focus on positive relational practice, student wellbeing, safeguarding and holistic social, emotional & educational progress and achievement.

Staff are:

- Proud of our students and the positive improvements they make, despite the many challenges they have experienced or continue to face.
- Passionate and committed to ensuring that each child or young person has their individual needs met as fully as possible on a personalised basis, that they are happy at Marland and encouraged to achieve their maximum potential.
- Forward thinking, innovative and committed to ensuring that all students are happy, enthusiastic and purposeful learners.

VISION

“Our students are an untapped resource of positive potential. Our aim, in partnership with parents / carers and support professionals, is to fully meet the individual social, emotional, mental health and learning needs of each and every young person. To personalise our predominately positive based approaches to enable each and every one to flourish and develop into happy, independent, emotionally literate, well educated, socially confident and productive members of society”

STATEMENT OF PURPOSE

All Marland School provisions

Marland School will through **personalisation** across the 24hour curriculum and an ethos centred around relational practice, **meet the social, emotional and learning needs** of our students. We will ensure students **achieve** a range of qualifications, increasing their **aspirations**. These **life changing** goals will ensure Marland students make appropriate **life choices** and become successful citizens of the twenty first century.

Within our educational and residential community, major emphasis is placed upon warmth, security, support, consistency, honesty, respect, guidance and encouragement. It is our strong intention that the students in our care will all benefit from the positive relationships we can offer through the role models they are provided with.

On an ongoing, frequently reviewed basis, we will through:

- *Positive 'Relational Practice'*: Make every child feel liked, valued and respected.
- *Personalisation*: Identify the individual needs of each student.
- *Empowerment*: Develop staff expertise and skills to meet these needs.
- *Partnership*: Engage and utilise multi-agency support as need dictates.
Work closely with parents, carers, students, and the wider community.
- *Aspirations & Achievement*: Consistently plan and deploy appropriate strategies, approaches and resources to fully meet such need.
- *Innovation*: Use technology to aid their engagement in learning and then develop the technological skills they need to meet the demands of 21st century life.
- *Enablement*: Create an inclusive learning community which challenges and enables every student to flourish and prosper.
- *Opportunity*: Provide an innovative curriculum across both the school day and care time that inspires and motivates children to learn, considering learning styles, curriculum content, vocational pathways, and future aspirations.

Social & Emotional Development: Due to the complexity and severity of our student cohort's special educational needs (Social, Emotional &/or Mental Health / SEMH), it is essential that we continue to develop and maximise the social and emotional development of each individual student. These elements of their needs are in most cases the primary causal factors of dysregulation / negative behaviour, with all three of these S, E & MH needs preventing them from successfully accessing and succeeding with their [personalised] formal learning.

The consistent and effective utilisation of 'Thrive' is key to developing these essential social and emotional developmental needs, stabilising behaviour, and opening access to appropriate and challenging high quality learning opportunities for each individual student. All staff are trained in 'Thrive', with several of them classified as practitioners. Thrive allows staff to assess and measure the social and emotional progress of the students in each of our school and residential settings. All students have a 'Thrive' action plan that is utilised by staff to maximise development and progression.

RESIDENTIAL CARE PROVISION

At Marland Residential School the 'Residential Support Worker' team are an integral part of the whole school. They provide an extensive and varied activity program aimed at meeting students' social and emotional needs and maximising development of these critically important aspects of their lives.

This teamwork every evening (Monday – Thursday) to offer consistency and familiarity to the students in their care. There are two residential buildings enabling age-appropriate separation in high quality, modern single study bedrooms. All students residing in each building meet together at least once each day to encourage cooperation and sense of community and belonging. The care team is led by a Head of Pastoral Care, supported by two Residential Care Managers and two Senior Residential Support Workers (all appropriately leadership qualified). The overall residential staff team are equipped with training and qualifications in a range of care, outdoor pursuits and physical activities (canoeing, archery, moor walking, climbing, surfing, lifesaving, swimming, etc.). Such active outdoor pursuits provide students with the chance to experience new and innovative challenges. More importantly they also give the opportunity for enhancing the social skills of self-discipline, teamwork, patience and tolerance in preparation for future life.

Staff recognise that each young person is an individual and as such has individual rights and needs. The residential care activity program reflects this, responding to the knowledge that not all wish to take part in such strenuous pursuits, and as such a broad range of alternative less physical activities are also offered (board games, computing, reading, cooking, art & crafts, cinemas, films, gardening, motorbikes, etc.).

All residential staff have the appropriate skills and qualifications to work with children and young people (minimum 'Level 3' or are undertaking this qualification). All are also provided with professional personal

development opportunities to keep up to date with guidance, theory and practice to provide the highest standards of care. One of the major strengths of the team are the caring, warm, supportive and positive relationships between staff and students (regularly acknowledged by stakeholders who recognise that staff genuinely ‘care’ for the students).

The residential staff receive annual performance management and half termly supervision, although informal supervision takes place between leaders, managers and staff on an even more frequent basis. The senior leaders of the school have an open-door policy and recognise that the staff are the greatest resource.

Residential Care Provision Organogram

