

Residential Provision – Statement of Purpose

URN: SC006625

Reviewed: January 2026



Our Identity and Purpose

Cloughwood Academy is a special school dedicated to the education and care of male pupils aged 8 to 18 years, all of whom have Education, Health and Care Plans (EHCPs) addressing a range of Special Educational Needs and Disabilities (SEND). Located on a spacious campus in Hartford, Cloughwood Academy provides both day and residential provision, fostering a nurturing environment where pupils with complex social, emotional, and mental health needs, as well as communication and learning challenges, can thrive.

Our residential provision accommodates up to nine pupils Monday to Thursday, offering stays of up to two nights per week during term time and extended days until 7pm. The provision is designed to extend learning and personal development beyond the school day, fostering independence, resilience, and social skills in a homely and supportive setting.

Our Vision: Inspiring Excellence and Lifelong Pathways

Our vision is clear: To remain an outstanding residential provision that creates innovative learning and personal pathways into life, work, and society for all our pupils.

This vision embodies our commitment to excellence in education and care, ensuring that every young person leaves Cloughwood Academy equipped with the skills, confidence, and resilience to pursue meaningful employment, further education, and independent living.

Our Core Values: The Heart of Cloughwood Academy

Our residential care ethos aligns with the academy's mission to create a thriving, safe, and outstanding special school. We promote the core values of Safety, Learning, Respect, Integrity, and Determination, ensuring every pupil's right to be safe, to learn, and to be respected. We uphold British values including the rule of law, democracy, tolerance, mutual respect, and individual liberty.

Our values are the foundation of our community and guide all interactions, decisions, and practises. They are deeply embedded in our daily life and reflect our commitment to each child's growth and well-being.

Safety and Well-being

- Safeguarding is paramount at Cloughwood Academy. Our residential provision operates under rigorous safeguarding policies, ensuring pupils feel safe, respected, and free from bullying or abuse. Staff are trained in safeguarding and behaviour management, and the provision benefits from independent visitors and governance oversight to maintain high standards of care and safety.
- We believe every child has the right to be safe and secure, physically and emotionally.
- Our residential provision offers a homely atmosphere with personalised single-occupancy bedrooms, ensuring privacy and comfort.
- Staff are trained and vigilant, providing 24/7 safeguarding support and fostering a culture where pupils feel protected and cared for.

Respect and Inclusion

- Every individual is valued and respected for who they are, including their cultural, linguistic, and religious identities.
- We promote a culture of equality supporting pupils from diverse backgrounds.
- Anti-bullying and equality policies ensure a safe environment where differences are celebrated.

Achievement and Personal Development

- We aim for pupils to achieve their potential academically, socially, emotionally, and physically.
- Our broad curriculum and residential activities provide rich experiences beyond academics, including vocational training, leisure pursuits, and social skills development.
- We foster self-esteem, self-discipline, and resilience through positive relationships and structured support.
- Our behaviour policy, known as "The Residential Way," sets clear expectations for respect, readiness to learn, and safety. We employ positive behaviour support and de-escalation techniques, ensuring pupils understand and meet behavioural expectations with consistency.

Responsibility and Moral Values

- Children are encouraged to take responsibility for their actions, developing moral and ethical values aligned with community involvement.
- The school ethos is built on Rights, Expectations, Consequences, and Rewards, promoting positive behaviour and accountability.
- The "Residential Way" outlines clear behavioural expectations while supporting autonomy and independence through choice.

Community and Collaboration

- We nurture a strong sense of community, where children, staff, families, and external partners work together to support each young person's journey.
- Our collaborative approach extends within The Kaleidoscope Learning Trust and beyond, sharing best practice and resources.
- Maintaining strong communication with families, carers, and external agencies is a priority. We encourage and facilitate regular contact between pupils and their support networks, promoting positive relationships and wellbeing. The use of technology such as Residential Dojo supports transparent communication about pupils' experiences and celebrating achievements.

Our Educational Approach: Holistic, Person-Centered, and Collaborative

At Cloughwood Academy, we believe that education and care are inseparable. Our educational approach reflects this belief through:

- **Extended educational day and residential care integration:** Experienced care staff complement and enhance the teaching and learning that takes place during the school day, providing continuity and stability.
- **Individualised support:** Every child's EHCP and Cloughwood Profile guide personalised learning that addresses academic progress as well as preparation for adulthood.
- **Focus on social, emotional, and mental health needs:** Our curriculum and care provision are designed to meet the primary needs of our children, fostering emotional regulation, communication, and social skills.
- **Preparation for adulthood:** The Cloughwood Profile tracks progress towards independence and future aspirations.
- **Positive behaviour support:** Using a nurturing, "one voice" approach, we promote respectful, safe, and ready-to-learn behaviours through consistent expectations and restorative practices.

"Relationships between children and staff are exceptionally strong. These are sensitive, respectful and nurturing. Staff use these relationships to encourage children to identify their own goals and to help them understand how these link to their educational targets. Residency is a clear extension of the school curriculum, and this service supports children's academic progress". Ofsted January 2025

Living Our Ethos: Examples in Practice

- **Personalised Learning and Care:** Pupils personalise their bedrooms, promoting ownership and comfort, while staff work closely with families to tailor support and transitions.

- **Celebration of Achievement:** Weekly awards assembly recognise academic progress, outstanding work, and positive behaviour, reinforcing motivation and self-worth.
- **Safe and Supportive Environment:** Staff use de-escalation techniques and reflective discussions to help pupils understand the consequences of their actions, fostering self-awareness and growth.
- **Community Engagement:** Children participate in local activities, broadening their experiences and cultural capital.
- **Strong Safeguarding Culture:** A robust safeguarding framework ensures pupils' safety, with trusted adults available at all times and independent visitors supporting transparency and accountability.

Risk Management

We acknowledge that risk-taking is part of development and support pupils to evaluate risks positively while safeguarding against harmful behaviours. Comprehensive risk assessments guide all activities and environments to ensure pupil safety.

Cloughwood Academy is more than a school; it is a vibrant, caring community dedicated to transforming the lives of young people with SEND. Our ethos of safety, respect, achievement, responsibility, and community drives everything we do, ensuring that every pupil is valued, supported, and prepared for a fulfilling future. Together, we continue to build an outstanding special residential academy where young people can thrive and succeed.

Staffing Structure

CEO: Michelle Duval

Headteacher: Robert Newton

Head of Care: Carly Clarke

Senior Residential Support Worker: Louise Martin

Residential Support Worker: Chawa Ernest Chikapa

Residential Support Worker: Sharon Tilley

Residential Support Worker: Zoe Dixon

Link Trustee: Kayleigh Jackson

Independent Visitor: Lee Webster

Independent Person: Charlene Brown