

WINDLESTONE SCHOOL



Aims Objectives & Indicators of Achievement



AIMS & OBJECTIVES

PREFACE

Windlestone School caters for up to 70 students between the ages of 11 and 16 years with a range of social, emotional, behavioural and associated learning difficulties of a degree which frustrates or seriously hinders progress in mainstream school. Frequently students also experience difficulties in their lives beyond school.

Student behaviour is often characterised by one or more of the following barriers to learning:

- anti-social and uncooperative behaviour, which may be reflected in, for example, disruption, failure to observe and accept limits routines and expectations, physical and verbal aggression, and a negative view of adults in authority,
- a poor awareness and/or acceptance of the consequences of behaviour,
- poorly developed social and interpersonal skills,
- mood swings, over activity, and attention seeking behaviour,
- poor ability to cope appropriately with conflict, frustration and pressure, which may be reflected in, for example, disruption within the classroom, and outbursts of temper, and
- poor self-concept, which may be reflected in, for example, bravado, poor ownership of education, low motivation for school work, poor orientation to task and application to work, poor school attendance patterns, and substance misuse.

The curriculum at Key Stage 3 at Windlestone School is not fundamentally different from that of mainstream schools. Education is based upon the best practices of normal schools that the restraints of a smaller staff permit, and that which is significantly special in schools for students with particular needs. The educational process itself, both within and outside the classroom is considered central to students overcoming their difficulties. At Key Stage 4, students study a reduced number of subjects to allow for work-related learning and to consolidate learning across the curriculum.

The school's milieu is an accepting and supporting one and as such is tolerant of a range of behaviours associated with vulnerable students. Nevertheless, it is considered important to the stability of the milieu that students do not merely believe that they have been referred and admitted to a more permissive regime. The school's milieu is considered as being important to the development of students established at the school and to the provision of a secure and supportive regime for newly admitted students.

The staff group is the school's best resource and the organisation of the school is designed to make the most efficient use of it. The need to enable staff members to develop their skills and knowledge is recognised, and induction, supervision, appraisal as well as in-service training is important to that development.

It is also recognised that those students who make the most progress are those whose parents or carers maintain good communication with the school; both advise the school and seek advice from it; support school practice; and are able to work with school staff for agreed outcomes.

The school actively seeks good relationships with, and active support from, other professionals and agencies concerned with young people and/or education and the community within which it is located.

The quality of the school environment, its campus, buildings, fixtures, fittings, furniture and equipment is important to the perception of the school held by students parents/carers, staff, other professionals, and visitors. However, it is the school's ethos and culture which leaves the most crucial impression on students and all its other stakeholders.

These Aims, Objectives and Indicators of Achievement also apply to SNAP, and Stepping Stones provision.

Councillor George Porter
Peter Jonson

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1. AIMS RELATING TO ORGANISATION AND ADMINISTRATION

To ensure that the school functions effectively, using the available staff, resources, accommodation and grounds in ways that will best enable it to realise its stated aims and objectives.

OBJECTIVE

- 1.1 To establish an appropriate system of management, within which the work of the school is co-ordinated, monitored and evaluated; the school's manpower resources are used to maximum advantage; and communications are efficient.**

INDICATORS OF ACHIEVEMENT

The establishment of:

- 1.1.1. a leadership team Headteacher, Deputy Headteacher, Head of Student Support, Head of Care and TLR post holders for SEN, Learning & Assessment and Key Skills;
- 1.1.2. a management team of Deputy Headteacher, Head of Student Support, Head of Care, Office Manager, Child Protection Procedures & Student Welfare Co-ordinator, and all TLR post holders all of whom have clearly defined areas of responsibility;
- 1.1.3. line managers for teaching, learning and student support, administrative and ancillary staff;
- 1.1.4. the establishment of Academic and Pastoral Executives to consider, monitor, and evaluate aspects of school life;
- 1.1.5. a system of regular minuted meetings of senior staff, teachers, learning and student support assistants, curriculum areas, and administrative and ancillary workers;
- 1.1.6. regularly reviewed timetables and duty rotas;
- 1.1.7. weekly communication sheets;
- 1.1.8. a 'Today' space on the staffroom notice board for daily communication.

OBJECTIVE

- 1.2. To ensure that the roles and particular duties of teachers and LSSAs who have specific responsibilities and/or act as staff consultants in areas where they have specific expertise is known to all their colleagues.**

INDICATORS OF ACHIEVEMENT

- 1.2.1. The publishing of job descriptions for all staff.

OBJECTIVE

- 1.3. **To ensure that the staff structure of responsibilities reflects the changing needs of the school.**

INDICATORS OF ACHIEVEMENT

- 1.3.1. The regular review of specific staff responsibilities and negotiation of any changes in them that may be necessary.

OBJECTIVE

- 1.4. **To ensure that each student's special educational needs are met.**

INDICATORS OF ACHIEVEMENT

- 1.4.1. The provision for each student of a regularly reviewed and evaluated Individual Educational Plan and where appropriate Behaviour Support Plan with precisely defined targets.

- 1.4.2. The degree to which each student is afforded individual attention by all staff members, and those of the co-ordinating team particularly.

- 1.4.3. The provision of access to specialist resources and services.

OBJECTIVE

- 1.5 **To ensure that the best staff in relation to the School's needs are recruited to vacancies; recruitment processes are fair; discrimination is eliminated; and student safety and welfare is protected.**

INDICATORS OF ACHIEVEMENT

- 1.5.1 All those with a role in the recruitment, short-listing, interviewing and appointment of staff are aware of their responsibilities under current employment and equal opportunities legislation and Corporate policy and practice.

- 1.5.2 All those with a role in the recruitment, short-listing, interviewing and appointment of staff are aware of the distinction between positive action, which is lawful, and positive discrimination, which is generally unlawful.

- 1.5.3 Efforts are made to attract applicants from groups presently underrepresented in the workforce.

- 1.5.4 Job applicants are not discriminated against in any shape or form.
- 1.5.5 Short-listing procedures take account of the under-representation of particular groups in the workforce.
- 1.5.6 Interview schedules are composed of questions which do not discriminate in any shape or form against any applicant and which are of equal relevance to all applicants no matter their background.
- 1.5.7 The publication of advertisements which include a statement about the school's commitment to safeguarding and promoting the welfare of children and young people.
- 1.5.8 A shortlisting process which considers all applicants against the person specification only.
- 1.5.9 A reference check and employment history search which is secure.
- 1.5.10 A Criminal Records Bureau check at the highest available level has been secured.
- 1.5.11 At interview all applicants are asked question(s) about child protection.
- 1.5.12 At least one interview panel member will have completed the NCSL course on safer recruitment.

2. AIMS RELATING TO HEAD TEACHER AND STAFF

To create a staff body which works co-operatively within the school; supports educational and child care philosophy and practices of the school; accepts individual differences within the staff and has, as its first priority, the needs of the pupils in its charge.

OBJECTIVE

- 2.1. **To encourage in all members of staff an awareness of their importance as a member of the team, and the value of each of their own personal contributions to the work of the school.**

INDICATORS OF ACHIEVEMENT

- 2.1.1. The noticing and praising of successes and achievements of individual staff members informally.
- 2.1.2. The establishment of yearly development reviews for all teaching, learning and student support staff, and administrative staff.
- 2.1.3. The provision of opportunities, whenever appropriate, for full and open staff discussions of all major questions affecting the life and work of the school.
- 2.1.4. The drawing on the skills of individual staff members that may lie outside their particular areas of responsibility.
- 2.1.5. The establishment and regular review of a Staff Handbook.
- 2.1.6. The establishment of a formal system of handovers, where staff can exchange information.
- 2.1.7. The issue of clear job descriptions.
- 2.1.8. The establishment and maintenance of a range of staff meetings.
- 2.1.9. The encouragement and facility for staff to gather socially.
- 2.1.10. The time-tabling of debriefing sessions after periods of work.

OBJECTIVE

- 2.2 **To help staff achieve their maximum potential.**

INDICATORS OF ACHIEVEMENT

- 2.2.1. The encouragement of high standards in such as lesson preparation, class/group control, presentation, marking, record keeping, and reporting.

- 2.2.2. The encouragement of staff attendance at appropriate in-service courses, conferences, workshops and seminars.
- 2.2.3. The requirement that such staff report back to colleagues and thus disseminate whatever of value has been gained from such training.
- 2.2.4. The establishment and maintenance of procedures for the regular supervision of all professional staff.
- 2.2.5. The operation of an open-door access for staff to senior colleagues.
- 2.2.6. Access for staff to visiting consultants.
- 2.2.7. The discussion of references with staff and the provision of staff, applying for jobs with a copy of the school's reference.

OBJECTIVE

- 2.3. **To encourage staff to keep abreast of current developments within the field.**

INDICATORS OF ACHIEVEMENT

- 2.3.1. The establishment and maintenance of a staff library.
- 2.3.2. The support of applications for relevant In-Service Training within budget restrictions.
- 2.3.3. The organising of visits to other schools.

OBJECTIVE

- 2.4. **To ensure that equality of opportunity exists for all staff.**

INDICATORS OF ACHIEVEMENT

- 2.4.1. Consideration is given to flexible working arrangements such as flexible working hours, job-sharing, career breaks and leave for carers.
- 2.4.2. Staff are advised about their rights to maternity and paternity leave;
- 2.4.3. Staff are given every encouragement to develop their career with, at the very least, advice, encouragement and training; and
- 2.4.4. Members of the workforce, and applicants for jobs, promotion and training, are monitored by gender, ethnicity, marital status, age and disability.

3. AIMS RELATING TO PARENTS/CARERS

To promote the growth of parental confidence in the school, its aims, objectives and methods, by engendering sound relationships and communication between the staff and parents/carers, offering professional guidance and support when required ,and involving them in the education and care of their child wherever appropriate.

OBJECTIVE

3.1. To acquaint prospective parents/carers with the school's philosophy

INDICATORS OF ACHIEVEMENT

- 3.1.1. The invitation of parents/carers of referred students to the school to meet the Headteacher, selected members of school staff, and to judge for themselves the facilities Windlestone has to offer.
- 3.1.2. The subsequent follow up that initial interview with a subsequent home based one by appropriate school staff, and the signing of the Home School Agreement.
- 3.1.3. The provision of new parents/carers with a copy of a School Brochure.

OBJECTIVE

3.2. To encourage parents/carers to visit the school and feel welcome in it.

INDICATORS OF ACHIEVEMENT

- 3.2.1. Parents/carers ability to meet the Headteacher and other senior staff at their request.
- 3.2.2. Parental/carers attendance at reviews, Award Ceremonies, Open Days, and the Annual Parent's Meeting.

OBJECTIVE

3.3. To keep parents/carers regularly informed of their child's progress at school and encourage them to inform the school of progress at home.

INDICATORS OF ACHIEVEMENT

- 3.3.1. The attendance of parents/carers at annual reviews and any intervening case discussions.

OBJECTIVE

- 3.4. **To inspire in parents/carers an interest in the school and its activities.**

INDICATORS OF ACHIEVEMENT

- 3.4.1. Informing parents/carers of their children's outstanding achievements.
- 3.4.2. The publication of a monthly "Newsletter".

OBJECTIVE

- 3.5. **To enable parents/carers to have a complete grasp of their child's strengths and limitations and the resultant educational, social, vocational implications.**

INDICATORS OF ACHIEVEMENT

- 3.5.1. Parental/carers attendance at annual reviews and any intervening case discussions.
- 3.5.2. The provision of opportunities for counselling/guidance by staff.
- 3.5.3. The effectiveness of casework.

4. AIMS RELATING TO LINKS WITH THE COMMUNITY

To establish and foster good relationships between the school and local community so that goodwill can be developed into reciprocal friendship and support.

OBJECTIVE

4.1 To attract members of the community to the school.

INDICATORS OF ACHIEVEMENT

- 4.1.1. The use of trainee professionals within the school as appropriate.
- 4.1.2. Talks given about the school to local groups and whenever appropriate inviting them to visit and look around the school.
- 4.1.3. The use of school premises for occasional activities by local youth groups etc. etc.
- 4.1.4. The appropriate use of the grounds/buildings by local groups.
- 4.1.5. The assurance that the school always seeks to act neighbourly.

OBJECTIVE

4.2. To move into the community.

INDICATORS OF ACHIEVEMENT

- 4.2.1. Year 10 and 11 students involvement in work shadowing and work experience placements in local industries and services.
- 4.2.2. The establishment of a system of community service.
- 4.2.3. The giving of talks to local groups about the school.

5. AIMS RELATING TO STUDENTS

To promote in each child appropriate and sustained self change through non-discriminatory or stereotyped learning experiences the school develops of a linguistic, literary, mathematical, scientific, technological, aesthetic, creative, moral, emotional, human, social, physical and recreational nature which will serve as preparation for-

- further learning
- productive use of leisure time
- occupational and social competence
- autonomy

OBJECTIVE

- 5.1. **To provide experiences to improve students self-concept.**

INDICATORS OF ACHIEVEMENT

The range of experiences provided which enables students to:

- 5.1.1. attain an understanding of themselves so that they will be able to identify a sense of body awareness, interests, abilities, emotions, personal needs, and physiological developments;
- 5.1.2. obtain positive self-concept and confidence by expressing feelings of self-worth, understanding how others see them, accepting criticism, developing self-confidence; and
- 5.1.3. accept increasing responsibility by: allowing students to act without supervision, being accountable for their own actions and decision, providing a graded schedule of opportunities to practise responsibility for themselves, others and materials.

OBJECTIVE

- 5.2. **To provide experiences to contradict student's views of adults as lacking concern, reliability, and friendliness.**

INDICATORS OF ACHIEVEMENT

- 5.2.1. The establishment of the vital relationship between the student and all members of the co-ordinating team.

The provision of a learning climate throughout the school which,

- 5.2.2. shows a positive attitude,
- 5.2.3. presents a planned instructional approach,

- 5.2.4 has the ability to be flexible,
 - 5.2.5. maintains consistency, and
 - 5.2.6. shows understanding.
- The encouragement, through example and training, staff to be
- 5.2.7. reliable, dependable and trustworthy,
 - 5.2.8. worthy, dignified and possessing integrity,
 - 5.2.9. capable of coping with a range of events in all settings, and
 - 5.2.10. able to regard students as capable individuals once they feel trusted, respected and valued.

The encouragement of staff to adopt the following guidelines to aid adult-pupil relationships in situations which may reinforce their negative views of adults by:

- 5.2.11. not directing peer pressure to a misbehaviour publicly when the matter can be better handled gently and privately,
- 5.2.12. creating by proximity an aura of personal contact with students,
- 5.2.13. developing non-verbal cues,
- 5.2.14. identifying maladaptive behaviours after reprimands,
- 5.2.15. direct a sanction to a specific person,
- 5.2.16. making mutual respect the rule for student management, and
- 5.2.17. allowing students opportunities to experience decision making and their outcomes.

OBJECTIVE

- 5.3. **To provide experiences for students to gain confidence in their ability to be accepted by others and make and sustain appropriate interpersonal and group relationships.**

INDICATORS OF ACHIEVEMENT

The provision of a range of learning experiences which will enable students to:

- 5.3.1. achieve socially acceptable and responsible behaviour by understanding character traits required for acceptance by others, exhibiting acceptable

behaviour in public, developing an understanding of the rights of others, recognising and following instructions and rules, identifying personal roles in situations, understanding different socio-economic, cultural and ethnic values, understanding the impact of their on others;

- 5.3.2. choose, develop and maintain relationships by knowing how to listen and respond to others, understanding how to make and maintain relationships, understanding how to establish friendships; and
- 5.3.3. communicate appropriately and effectively with others.
- 5.3.4. The active support of staff to an approach to discipline that teaches self-responsibility by being personal and caring, avoiding references to the past, emphasising behaviour rather than feelings, being committed, giving positive reinforcement, using behavioural contracts, declining to accept excuses, declining to punish, not to give up, asking pupils to evaluate their own behaviour and formulate simple alternatives wherever appropriate.
- 5.3.5. The regular review, at a minimum of weekly intervals, of students placement on the schools Pass Scheme.

OBJECTIVE

- 5.4. **To promote the growth of knowledge, skills, attitudes and personal development commensurate with each students potential.**

INDICATORS OF ACHIEVEMENT

- 5.4.1. Students interest in their lessons.

The benefit students gain from experiencing a wide, regularly updated and evaluated curriculum which reflects individual needs and current trends so that they may:
- 5.4.2. return successfully to mainstream education where appropriate;
- 5.4.3. acquire the knowledge, skills and attitudes essential for social and occupational adequacy;
- 5.4.4. avail themselves of full or part-time educational opportunities after leaving school; and
- 5.4.5. have the facility to take public examinations.
- 5.4.6. The regular review, monitoring and evaluation of student' IEPs and BSPs.
- 5.4.7. The advice sought from psychiatrists, psychologists, advisers, and other professionals where appropriate.

- 5.4.8. The use made of educational visits and talks from visitors.
- 5.4.9. The use made of a variety of teaching and learning styles.
- 5.4.10. The development of good links with mainstream schools.
- 5.4.11. The use made of curriculum support agencies.

OBJECTIVE

- 5.5. **To provide opportunities to develop skills needed for running a home and caring for a family and to develop the ability to co-operate within the family, at work and in the community.**

INDICATORS OF ACHIEVEMENT

The provision of a range of learning experiences which enable students to:

- 5.5.1. acquire an understanding of the resources and processes needed for house management;
- 5.5.2. develop and appreciation of the family as a fundamental unit of society; and
- 5.5.3. acquire and improve the attitudes necessary for responsibility and citizenship.

OBJECTIVE

- 5.6. **To prepare students for post school life and to contribute to society.**

INDICATORS OF ACHIEVEMENT

The range of learning experiences which prepare students for,

- 5.6.1. open employment,
- 5.6.2. training schemes,
- 5.6.3. sporadic and/or part-time employment,
- 5.6.4. discretionary use of leisure time,
- 5.6.5. further education of a full or part-time nature, and
- 5.6.6. unemployment.

6. AIMS RELATING TO THE CURRICULUM

To develop and maintain an entitlement curriculum

OBJECTIVE

- 6.1 To develop and maintain a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation, and progression.**

INDICATORS OF ACHIEVEMENT

The extent to which the curriculum:

- 6.1.1 brings students into contact with the elements of learning [knowledge, concepts, skills and attitudes] and spiritual, moral, and physical areas of learning and experience;
- 6.1.2. ensures that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole;
- 6.1.3. embraces the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement;
- 6.1.4 takes account of the previous learning of students and their readiness for new experience;
- 6.1.5 reflects the broad aims of education which hold good for all students, whatever their capabilities and whatever schools they attend and allows for differences between students, even of the same age and within the same class; and
- 6.1.6 is organised so that students' skills, knowledge, and concepts are extended in a systematic way without unnecessary repetition or sharp changes in the levels of achievement expected of them.

OBJECTIVE

- 6.2 To enable students to increase their self awareness and knowledge, and develop their skills.**

INDICATORS OF ACHIEVEMENT

The extent to which students:

- 6.2.1 speak, read, write and communicate effectively in the English language;

- 6.2.2. calculate, use the language and apply the concepts of mathematics;
- 6.2.3. have an understanding of a modern language other than English;
- 6.2.4 demonstrate aesthetic awareness and creative and artistic skills;
- 6.2.5 use methods of scientific enquiry;
- 6.2.6 are aware of the implications of science and technology for both the individual and society;
- 6.2.7 are able to use information communication technology and understand its role in our lives;
- 6.2.8 demonstrate an understanding of the major influences on the development of our culture and society, and the place of the individual within it;
- 6.2.9 demonstrate an awareness and understanding of the variety of life, physical environments and resources, and humankind's role in their development and conservation;
- 6.2.10 develop physical fitness and skills and provide opportunity to enjoy opportunities offered by recreation and leisure to pursue a healthy and active lifestyle;
- 6.2.11. apply knowledge and skills to the planning, execution and evaluation of tasks and activities;
- 6..2.12. have acquired sufficient study skills to be able to continue effectively and independently in various forms of education throughout life;
- 6.2.13 are enterprising and self-sufficient, and effective member of a team or group;
- 6.2.14 have a basis from which to make informed and realistic choices and decisions at all stages;
- 6.2.15 have an informed perspective about the role of the individual in the community, society and the world of work;
- 6.2.16 have flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns;
- 6.2.17 exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships;
- 6.2.18 have an appreciation of the dimension of human existence deemed by some to be spiritual, as a framework for that which cannot be explained physically;

- 6.2.19 appreciate the need to advocate the basic rights of others, particularly those who are not well placed to promote their own needs;
- 6.2.20 appreciate and value the plural, multi-cultural and multi-faith nature of society;
- 6.2.21 understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination; and
- 6.2.22 have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.

7. AIMS RELATING TO OTHER PROFESSIONALS

To initiate and maintain good relationships with other professionals and their agencies

OBJECTIVE

- 7.1. **To ensure that good liaison with other professionals and agencies further supports pupils attending the school.**

INDICATORS OF ACHIEVEMENT

- 7.1.1. The attendance by the Headteacher, and other staff at a range of meetings.
- 7.1.2. The maintenance of close links with the schools psychological service, seeking their advice and inviting their help where appropriate.
- 7.1.3. The maintenance of close links with individual pupils social workers, seeking their advice and inviting their help where appropriate.
- 6.1.4. Support given by LEA advisers and officers.
- 7.1.5. The quality of liaison with those officers of the authority servicing the school.
- 7.1.6. The fostering of good links with Police and welfare agencies.
- 7.1.7. The establishment of secure links with Area Child Protection Teams.
- 7.1.8. The establishment of secure links with Area Child and Family Teams.

OBJECTIVE

- 7.2. **To promote the work of the school to a wider audience.**

INDICATORS OF ACHIEVEMENT

- 7.2.1. Visits made to other schools.
- 7.2.2. Attendance by the Headteacher, and other staff at a range of meetings.
- 7.2.3. The quality of liaison with other schools for students with emotional and behavioural difficulties.
- 7.2.4. Opportunities gained to talk at conferences and courses by school staff.
- 7.2.5. Visits made to the school by students of further or higher education.

8. AIMS RELATING TO THE SCHOOL ENVIRONMENT

To ensure that the school is a clean, safe, attractive and an inspiring working environment for all.

OBJECTIVE

- 8.1. **To maintain the cleanliness and tidiness of the school buildings and campus.**

INDICATORS OF ACHIEVEMENT

- 8.1.1. The establishment of a domestic staff team, all of whom have clearly defined areas of responsibility.
- 8.1.2. The absence of litter and graffiti within the building and campus.
- 8.1.3. The acceptance in all staff of their responsibility for ensuring the tidiness of the areas of the school they regularly work in, and a collective responsibility for communal areas.

OBJECTIVE

- 8.2. **To establish an environment where the health, safety and welfare of students, staff and visitors and the security of school equipment is a high priority.**

INDICATORS OF ACHIEVEMENT

- 8.2.1. The establishment of a school environment and culture where the welfare of students is the first concern of all.
- 8.2.2. The establishment of a school Health and Safety Policy and associated practice.
- 8.2.3. The robustness and security of the staff appointment system.
- 8.2.4. The annual maintenance check on electrical equipment.
- 8.2.5. The speed with which repairs are undertaken.
- 8.2.6. The establishment and maintenance of systems for monitoring the legitimacy of visitors to the school.
- 8.2.7. The establishment and updating of stock inventories.
- 8.2.8. The provision of a secure facility for personal possessions for all students and staff.
- 8.2.9. The appointment of a school Child Protection Procedures Co-ordinator.

- 8.2.10. The establishment and maintenance of Child Protection Procedures training for all staff.
- 8.2.11. The establishment and maintenance of a welcoming, listening, telling, and supporting school environment.
- 8.2.12. The establishment of guidelines for private interviews, and physical contact with students.
- 8.2.13 A copy of the school's whistleblowing readily available in the staffroom.
- 8.2.14 The appointment of an independent visitor.
- 8.2.15 Statements about the safeguarding & promoting the welfare of young people in all job descriptions

OBJECTIVE

- 8.3. **To establish an attractive and purposeful school environment for all.**

INDICATORS OF ACHIEVEMENT

- 8.3.1. The quality of displays and the regularity of their renewal.
- 8.3.2. The establishment and regular review of a programme for redecoration and refurbishment.
- 8.3.3. The provision of good quality specialist provision and communal resources which is regularly reviewed.