

Fullerton House School



Statement of Purpose

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Statement of Values and Principles:

- Respect, honesty, trust and equality are the values that underpin our practice at Fullerton House School.
- Fullerton House School strives to provide an environment that facilitates growth, achievement and fulfilment for all children and young people.
- Fullerton House School endorses the United Nations declaration on the rights of the child and will ensure that these rights are afforded to all children and young people placed at the school.

Fullerton House School:

- Believes that all people should be able to celebrate and affirm their differences, their worth and their rights as individuals.
- Knows that each child or young person is unique, equally important and valuable.
- Affirms that all children and young people have the right: -
 - To be protected from all forms of abuse and exploitation
 - To privacy
 - To follow and practise a religion of their own choosing
 - To make sustaining relationships
 - To express their thoughts, feelings, aspirations and choices
 - To experience the full range of human emotions
- Appreciates and values the importance of childhood and strives to ensure that every child or young person's childhood is rich in experience and opportunity, benefits from warm and affectionate relationships and is fun!

Quality and Purpose of Care

Aims of Fullerton House School

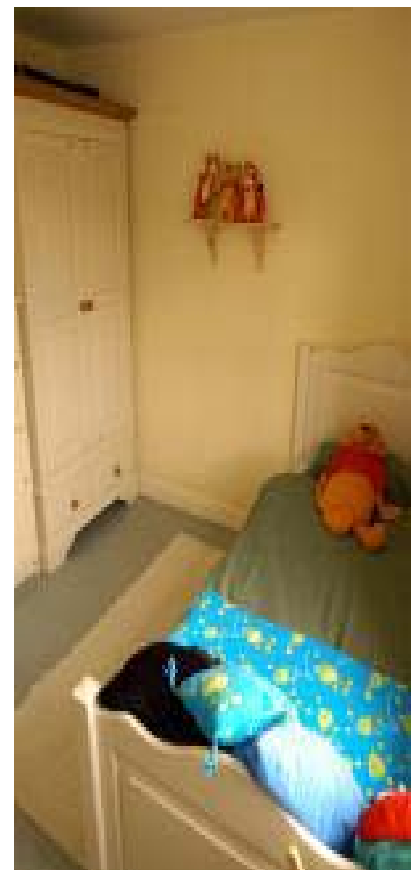
Fullerton House School caters for children and young people who have a learning disability and/or learning difficulties, often with autism, together with complex needs including behaviour that may challenge.

Our aim is to support children and young people to develop a wide range of skills, in areas such as communication, socialisation and independence, in an environment that offers warmth, security, consistency and understanding.

Service Provision

The school can accommodate 40 children and young people from ages 8 to 19. The school is mixed gender and non-denominational.

Fullerton House offers a range of homely living accommodation in community-based two, three and four bedroom houses/flats. The houses form part of the community and as such they blend into the houses that surround them. All bedrooms are single occupancy, are well furnished and decorated and children and young people are encouraged to personalise their rooms and homes. The homes offer high quality environments which are adapted, where required, to meet the specific needs of young people and which create the therapeutic environment, which is individualised to ensure that young people are safely supported. Some of these adaptations may include weighted and robust furniture, enclosed cabinets for TV'S etc. When adaptations are made to keep the young people safe we aim to do these adaptations whilst maintaining a personalised homely environment.



There may be some items that parents wish to purchase for children and young people to use at Fullerton House, such as games consoles, DVDS, or TV'S fir their bedroom. All electrical equipment is tested, and all furnishings provided are Warm, homely and are of a high standard.

Fullerton House is a community based provision and as such, facilities are easily accessible for young people. Shops, leisure centres, GP surgery, youth clubs and pubs or cafes are in easy walking distance and we actively encourage young people to be an active citizen in the community; with inclusion and participation being at the heart of what we do.

Community provision

In addition to local services in Denaby, nearby Doncaster town centre offers a full range of amenities which we also access via local transport links or our own vehicles. These include: -

- Leisure centre
- Swimming
- Rugby club
- Football club
- Rowing club
- Race course
- Restaurants, pubs and cafes
- Shopping and markets
- Hairdressers
- Train and bus terminals
- Airport
- Cinema

We access facilities and clubs which are already established within the community and which promote the values of inclusion and participation for the young people we support. We therefore enable young people to access groups such as places of worship, Scouts, British Gymnastics, delivering newspapers and charity events, such as Race for Life. We do regular location risk assessments looking at local crime data and local hotspots for anti social behaviours and this information is considered in the onsite and off- site Health and safety risk assessments. This information is considered when organising any off site activities for our young people.

Fire Precautions and Response Arrangements

Each of the individual homes has a modern Fire Alarm System fitted, with "Fire Exit" notices and "Fire Emergency Instruction" notices displayed at strategic points throughout. Staff are instructed during induction training with regard to the Fire Prevention/Drills Policy. This includes use of the school's fire appliances, evacuation, muster points and raising the alarm. This training is repeated every three years in line with current legislation. Full fire drills and fire evacuations are carried out regularly, to ensure all staff and children and young people know what to do and what their responsibilities are.

All fire systems and alarms are tested in line with statutory requirements and recommendations and robust records are kept of all such testing. All fire fighting equipment is checked annually by a qualified fire extinguisher maintenance engineer and where possible, furniture, fixtures and fittings are made of fire-resistant or fire-retardant fabrics and materials.

Supporting cultural, linguistic and religious needs

Everyone using our services has a disability which affects them at different times in different ways and may require a range of additional inputs to ensure they have equal access to services and experience a good quality of life. However, we are committed to supporting and promoting the young people's sense of identity and self image through providing experiences that engender individual beliefs and experiences.

Cultural diversity is welcomed and celebrated at Fullerton House, whether this is in relation to religious beliefs, cultural traditions or enabling our children and young people to be part of their communities. Examples of how we ensure that children and young people's sense of identity and self image are promoted and encouraged are as follows:

- Providing for cultural dietary beliefs & experiencing regular traditional meals
- Promoting cultural dress and providing access to specific hair care services
- Providing access to a range of appropriate music, books and toys
- Accessing language and translation services where required (*this may include recruiting particular staff from a specific cultural background to support a child or young person with very specific needs*)
- Social opportunities and peer group links for promoting cultural awareness

Our relationships with the local community are very important to us and we work hard to support our young people to be an active participant. We achieve this by having a strong community presence and taking an active part in community life, such as delivering the local free newspaper within our local area and bringing the community together for special occasions such as the Christmas carol service.

The children and young people are supported to do this by a range of highly skilled staff which ensures that all children and young people experience a broad range of different opportunities and that every child or young person enjoys their childhood.

A calm, caring and purposeful atmosphere is encouraged through the consistency of approach adopted by all staff to each child or young person, according to their individual needs. Within this supportive and non-threatening context young people are encouraged to understand the consequences of their actions and take increasing responsibility for their own lives.

Complaints and Compliments

We have an organisational complaints policy which gives a clear management approach in dealing with all levels of complaints to the service. Any complaint is dealt with in a sensitive manner and our records are transparent and robust. Alongside the policy we have an accessible format in supporting people who receive a service from us, so they can access the policy and be heard in the same way. This is managed through the speech and language team who ensure this information is maintained and readily accessible. Compliments that we receive are also available to view.

Learning from complaints and compliments is key to service improvement.

Fullerton's complaint procedure can be accessed via the website www.hesleygroup.co.uk

If at the conclusion of the Hesley Group process, a complainant a) remains dissatisfied and/or b) considers there may have been a breach of the law, the person making the complaint may contact their purchasing authority (usually their local education authority/ social services or primary care trust, or the regulator as follows:

Ofsted
 Alexandra House
 33 Kingsway
 London
 WE2B 6SE Telephone: 0300 123 1231

Accessing policies and procedures

Any person, body or organisation involved in the care or protection of a child can access Hesley group's child protection policies and behaviour management policies. Key policies and guidance about safeguarding are available. Hesley's Group quality team develop policy and best practice guidance and assess our compliance with national standards including with respect to keeping people safe.

These policies can be accessed via the website www.hesleygroup.co.uk

Views, Wishes and Feelings

Fullerton's approach to consulting with children/young people about their care.

There is an active children and young people's council which has full autonomy in making decisions about the school and residential services and which utilises a devolved budget, to ensure that decisions that do have any budgetary implications are acted upon. Through the council the young people have developed work that has been used to select staff, plan menus, activity plan and also update the complaints policy and make it more accessible. Accessible communication is pivotal to this process and the home works closely with the Speech and Language Therapist to develop appropriate tools and methods of communication for individuals that encourage meaningful participation.

All children and young people are actively involved and contribute to their statutory reviews which are held every 6 months. This is an essential review meeting that empowers children and young people to feed back about their experiences, achievements and progress and express their wishes, views and feelings and have these recorded.

Promoting equal opportunities and anti-discriminatory practice

There is a commitment on the part of all staff to provide equal opportunities for all young people and steps are taken to acknowledge and respond to the values of young people from differing religious, cultural, racial and linguistic backgrounds. Here at Fullerton we will challenge and take a proactive response to discrimination for our young people, this could be overt, covert or institutional discrimination. We fully acknowledge the rights of the children and young people in our care and every effort is made to engage them in the decisions made about their lives, by differentiating and communicating relevant information at a level they can understand and act on.

Children/young people's rights at Fullerton

Children's rights are very important to us and we ensure that our approach to supporting our young people is balanced between individual rights, risks and needs. There may be some rare occasions where the wishes, views and rights of the child or young person in relation to decision making may conflict with what is in their best interests. On these rare occasions we will work closely with the child or young person involved and key stakeholders, such as parents, carers, social workers and independent advocacy services, to ensure that all decision making is transparent, documented and that the child or young person understands the reasons behind any decisions made as far as this is possible for them; and that all such decisions are made collaboratively, through full multi-party

discussion, keeping the child or young person at the centre of this process.

Every attempt is made to provide the young people with information in an accessible format, and we display and include the details of the Children's Rights Commissioner in the Children's Guide:- Maggie Atkinson, Children's Commissioner for England www.childrenscommissioner.gov.uk

Involving young people in decision making is an essential part of our work. It is important that children and young people are given choices and that their wishes and views are actively sought and acted upon.

The children and young people are always encouraged to express their wishes and views individually and are given the right support, by both their immediate support staff and where necessary an individually appointed advocate. Hesley Group has an 'Individual Rights and Having a Say Policy' which underpins our approach.

Education and Learning

Curriculum

At Fullerton House School we believe that learning opportunities occur across the 24hr day in all settings and in a unique way for each individual child or young person. All of the children and young people at Fullerton House School have complex needs and very specific barriers to learning and as a result require a structured programme that sets out a predictable yet challenging routine for the day.

However, it is also important that the learning opportunities offered are flexible enough to meet the students' changing needs at any particular time.

The Teachers, Senior Tutors & Tutors and Teaching Assistants working at Fullerton are trained to support and deliver the programmes in this creative, responsive way.

Difficulties associated with behaviour and communication can impact to varying degrees at different times on the ability children and young people have to learn. It is such issues that must be addressed in order for them to have the best opportunities to reach their full potential.

In order to achieve this, the learning programmes are planned and implemented via the following process:

- Taster sessions and sampling experiences covering the range of activities
- Initial identification of student ability levels via careful multidisciplinary baseline assessment of skill and target areas.

- Individual Progression Pathway development linked to Foundation Learning. This person centred approach ensures a collaborative trans-disciplinary focus with the student at the centre of all decisions
- Regular review of progress by both the student and the multidisciplinary team (Formative & Summative)
- Identification of the key Individualised Learning Plan (ILP) document
- Responsive and creative learning activities giving opportunities for both individual and small group learning

The Curriculum aims to develop successful, confident and responsible young people. It combines individualised learning programmes and recognised, strategic frameworks and agendas in order to address the complex needs of our students at Fullerton House School.

Our curriculum pays due regard to elements of numerous nationally recognised schemes including Equals, ASDAN and AQA, Foundation Learning and The National Curriculum across the range of learning from P level to NC levels. Our Curriculum aims to raise participation and achievement amongst our children and young people, ultimately supporting their progression through work and life.

The differentiation of learning covered by the curriculum is vast; however our Framework defines these under three headings which include:

- 1) Functional skills,
- 2) Personal & Social skills and
- 3) Vocational skills & understanding.

These areas sit alongside the five principles previously of the Every Child Matters framework and are intrinsically linked to all learning experiences.

As each young person progresses along their 'journey' we are looking to meet the key aims, as set out in their pathway plan towards maximising their independence.

At Fullerton House School we work hard to develop and establish firm partnerships with the local community. These partnerships include joint work with local schools, community regeneration work, voluntary organisations, social enterprises, environmental working groups and wider national links. The projects allow our children and young people to experience working with a wider set of people to develop joint initiatives and contribute to the local and wider community. Fullerton House School consider this collaborative approach to learning a vital part of the curriculum experience.

All the children and young people have access to a full and varied package of extracurricular activities that focus on the development of social and community integration skills.

These activities occur according to the needs of the individual and vary in time, frequency and scale and are a key part of the full and comprehensive 24hr learning experience.

Enjoyment and Achievement

As well as keeping children and young people safe and healthy, our main priority is that all children and young people enjoy being at Fullerton House School and that they have a real sense of fulfilment and achievement.

We always take into account the child or young person's preferred activities and/or hobbies and specific cultural needs when planning their individual activity schedule.

We recognise, and strongly respect and uphold every child or young person's individual spiritual and religious beliefs and cultural heritage, to ensure our practices and the opportunities we provide are in line with individual needs and preferences.

We have a very proactive approach to ensuring that all children and young people have the opportunity and the necessary support to access a wide range of different experiences and activities.

We employ an Activity Coordinator who oversees and organises this important part of our provision and the activities on offer include:

- Rebound Therapy
- Football
- Trampoline club
- Swimming
- Dance
- Hydrotherapy
- Scouts
- Prom evening
- Arts and Craft
- Youth Achievement Award
- Duke of Edinburgh Awards
- Horse riding
- Baking/Cooking group
- Pets as therapy
- Youth clubs (Denaby / Mexborough)

Throughout the year, various themed evenings are organised in conjunction with the student council to provide celebratory and fun events, which include Valentine's Discos, Halloween Parties, Christmas Parties and Birthday celebration parties.

We strongly recognise and respect every individual's chosen spirituality and religious beliefs and ensure that these are upheld to promote the young person's wellbeing whilst living at Fullerton House.

Throughout the year, various themed evenings are organised in conjunction with the student council to provide celebratory and fun events, which include Valentine's Discos, Halloween Parties, Christmas Parties and Birthday celebration parties.

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Health, Welfare and Wellbeing

We ensure that all children and young people are fully supported to maintain the best possible general health and to have access to all services for regular health and wellbeing checkups. We have Emergency Health Passports in place which contain all of the relevant information required to support young people at health and medical appointments. Alongside this we maintain comprehensive health support plans and records, to ensure that children and young people are supported with all aspects of their healthcare needs.

A good, well balanced menu is offered which supports the 5 a day principle and children and young people are actively involved in the design and planning of their own menus, in line with current advice from the dietician services. We work very hard to ensure that children and young people's specific dietary needs are met, whether this is in relation to providing a specific diet to meet someone's cultural needs or a dairy free diet, for example, for healthcare purposes. We record and monitor each child or young person's dietary intake routinely, and undertake thorough catering audits which highlight individual meal consumption for each young person. A good level of exercise is actively promoted and the school provides a broad range of activities, both internally and externally.

Medication administration and storage is managed in line with best practice, Royal Pharmaceutical Society GB guidance, and our own organisational policy and procedures. Staff are trained and refreshed in relation to safe administration of medication.

All children and young people are registered with a GP, dentist, and optician and, if needed, specialised health practitioners can be sourced to provide specific healthcare services. The general healthcare needs are monitored by a Consultant Paediatrician, who undertakes regular clinics at Fullerton House School, both to review all children and young people and to respond to any specific healthcare concerns. The Practice Lead liaises with local healthcare providers to ensure that the health needs of all the young people are met.

Some of our children and young people are under the care of our Consultant Child and Adolescent Psychiatrist, who undertakes regular clinics at Fullerton House. We are very proactive in our approach to supporting children and young people without the need for medication where possible, always working on the principle of a minimum amount of medication (or none at all) to achieve the maximum quality of life.

Medical oversight is provided by the consultant Paediatrician and consultant Child Psychiatrist. They are contracted on a sessional basis and are responsible for their own supervision in line with GMC guidance.

Within the clinical team there is Behaviour Therapist, Clinical Specialist Occupational Therapist, Clinical Specialist Speech and Language Therapist and Consultant Psychologist and Practice lead.

The Occupational Therapist, Speech and Language Therapist, Clinical Psychologist and Practice Lead are registered with the Health and Care Professions Council (HCPC) or the Nursing and Midwifery Council (NMC).

The Behaviour Therapist is a board Certified Behaviour Analyst. This certification is through the Board of Behaviour Analysis (US). This is not a registered profession in the UK. Qualification is achieved through postgraduate level training, supervised practice hours and completion of an examination. There is a requirement for ongoing CPD to maintain certification.

The Clinical and managerial supervision provided by a more senior clinician within the organisation in accordance to the guidance provided by each professional body (RCSLT, COT, BPS, BACB, NMC).

The effectiveness of clinical and therapeutic intervention is monitored by each clinician. This is regularly reviewed through multi-disciplinary team forums e.g MDT meetings, MDT reviews, annual reviews and also through reflective practice and supervision. Each clinician maintains a clinical record in line with professional regulation. Evidence of effectiveness and positive outcomes can be found in MDT records and individual case records. In addition the use of therapy outcome measures (Enderby, 2013) is currently being piloted.

A range of different therapy approaches are used including intensive interaction, PECs, Social Stories. Each approach has an evidence base.

Each young person is allocated a named staff team and key worker; this enables the young person to develop a positive relationship with the staff within their home. The young people are supported in an individualised manner and this is encouraged by the staff team within the home who recognise that each young person is unique. The staff are extremely knowledgeable about the young people they support and are good at advocating on behalf of the young people, in terms of ensuring that their routines, likes and dislikes are respected.

We involve the young person in the support planning process where appropriate, and the plans are updated by the key worker and manager. The support planning process ensures that all information about the young person is current and reflective of how the young person likes to be supported at the time of update. However, the home recognises that as the young people grow and develop their support plans will change and so this is an ongoing process.

Positive Relationships

The Importance of Positive Relationships

We place a great deal of emphasis upon our relationships with young people, recognising that the most important tool we possess in helping our young people to grow and develop and be a meaningful participant in society, is ourselves.

Contact between children, young people and their families and friends is very important and we work closely with all involved to ensure this is maintained and is meaningful. We welcome and value input from families towards developing children's and young people's support plans and the development of the service. We recognise the level of trust that the family need to have in the staff and service to care for their son or daughter, therefore it is vitally important that families are seen as partners in the care and support of their loved one and we therefore encourage regular opportunities for communication, contact and

visits. We are mindful however, that some families live a significant distance away from their son or daughter and therefore we ensure that we provide a variety of mediums in which contact can take place. (Please see below).

Home visits

Fullerton House School supports all our children and young people to visit home, depending on personal preferences and whether there are any specific contact agreements/orders in place.

Children and young people can be supported by staff to go home for a day visit; and those children and young people who wish to spend longer periods of time at home; perhaps up to weeks during the holidays, are also supported to do so.

Some families decide to come to the Denaby area and stay locally for a weekend, to save the child or young person coping with a long journey and every effort is made to ensure that they enjoy a positive visit. The service is currently developing two flats so that young

Telephone contact

Children and young people are free to ring home, but generally it is families who make contact with the children and young people. Telephone calls can be arranged at regular times and days which fit into family routines and staff are always available for families to speak to about their relative, at any time of day or night.

Video links

The school can facilitate online video links between families and children and young people as well as e-mail and Skype.

We send regular questionnaires to families to gather their views on the experience of care and support for their son or daughter. These findings are collated by the Quality Team centrally and the results are fed into the Senior Management Team agenda, with the aim that they are considered in future planning for service improvement.

Preventing and tackling bullying

We have clear policy and guidance on preventing and tackling bullying in line with DfE guidance. Anti-bullying procedures within Fullerton House School are reviewed at regular intervals to ensure we maintain an environment which is safe and responds immediately to any concern raised by a member of staff, child or young person or any other person(s). The anti-bullying policy has now been produced in a format which makes it accessible to young people.

Anti-bullying training is delivered to staff teams in line with the Hesley Group policy on 'Preventing and Tackling Bullying', which is based on national guidance. This helps staff to recognise and respond effectively to the signs and symptoms of bullying and how to report this.

Children missing from care

Fullerton House School is compliant with the South Yorkshire Joint Runaways Protocol 2014 and as a result, young people who are identified as at risk of being missing from home

have a detailed Missing From Home Protocol. This aims to reduce the likelihood of a child or young person running away, identifies action to take should a child run away and follow up action follow missing episodes. The protocol is agreed between all stakeholders and it is also reflective of the Runaways Protocol in place in the placing authority.

Additionally we manage unauthorised absence of individual children and young people in line with our organisational policy and procedures.

This includes emergency passport information containing photograph, specifying known features, contact details and how to approach the child or young person.

This information is reviewed regularly. We also look to provide specific support to individual children and young people in developing skills and independence around personal safety.

Protection of Children

Safeguarding children and young people is extremely important to us. We fully believe that safeguarding is about promoting individual wellbeing and independence, as well as our legal duty to keep our children and young people safe from harm. The organisational policy on Safeguarding Children supports managers and staff in protecting children and ensuring that the correct processes are followed as outlined in national and local guidance. The focus is on preventing harm or abuse to the children and young people we support, enabling us to react appropriately should there be any suspicions of abuse or harm. We have a positive working relationship with Doncaster Local Safeguarding Children Board and the Local Authority Designated Officer.

All new staff are recruited by managers who have undertaken 'Safer Recruitment' Training. Prior to employment within the Hesley Group, all staff must agree to thorough background checks which are carried out through the Disclosure and Barring Service. These, together with rigorous recruitment and selection procedures, are aimed at ensuring that only those who are suitable to work with our children and young people are permitted to do so.

We have robust procedures in place, to ensure that all staff who come into contact with our children and young people have a clear and simple procedure through which they can raise any concerns they may have; and that any concerns raised are responded to without delay by a member of the senior management team.

Training in reporting safeguarding issues is delivered by both the organisation and the Local Authority for the Designated Person/s. Safeguarding Children and Adults annual refresher update training is carried out across all staff grades. Each member of staff is issued with a copy of the Hesley Group's 'Safeguarding Children, Young People and Adults Guidance and Instruction for Staff' booklet on commencement of employment; with updates being issued when there are changes to guidance.

The children and young people at Fullerton House School need support in their day to day lives so that they are not exposed to unacceptable risks, however, they also need the opportunity to develop and learn, which means that it is appropriate for some measured risks to be taken. Careful risk assessment and consideration is required to ensure that young people are not restricted unnecessarily in their activities, but that we are not negligent or reckless in our planning.

There are some young people who use our service who may require the use of a walking harness or wrist link to enable them to access the community safely. These safety measures are normally put in place where the young person has limited understanding of keeping safe and may historically have put themselves in dangerous situations, such as running onto main roads when accessing the local community.

These measures are subject to a detailed individual risk assessment and review and we work hard to maintain a least restrictive approach, whilst maintaining a maximum quality of life experience for the child or young person. The child or young person's family and placing authority are involved in agreeing to plans and where the young person is over 18 years of age, the principles of the Mental Capacity Act (2005, Ministry of Justice) and Best Interest process are implemented.

All staff undertake and complete training in the Hesley Enhancing Lives Programme (HELP) a training programme that combines Therapeutic Crisis Intervention (TCI) and clinical support to create a therapeutic milieu within the home as a model for working with the young people who live and learn at the provision. The principles of this training are largely based upon understanding the young person through equipping staff with a 'toolkit' with which to build positive relationships with the young people. This paradigm focuses on staff being more sensitively attuned to the young people through increased interpersonal and intrapersonal awareness. Through being more self aware, whilst being attuned to the needs of the young people, staff are better equipped to work with the young person when they are upset or in times of crisis. The value of the relationship therefore is a central tenet in this model, which is paramount when working with the young people.

The underpinning philosophy behind our approach is to work with the child or young person to develop 'coping skills', reducing the likelihood of situations potentially escalating and the need for staff to physically intervene. TCI is accredited by BILD (British Institute of Learning Disabilities) and all staff receive annual refresher training in HELP.

We employ a collaborative approach to understanding and working with young people who present challenges to the service. It is extremely important that all of the people that are involved in the young person's daily life work together to support the young person holistically. Therefore, the home utilises a Multi-Disciplinary Team (MDT) approach towards responding to the young person with MDT reviews and meetings being part of the package of care. Within the MDT, the Applied Behaviour Analyst, Clinical Psychologist, Speech and Language Therapist and Occupational Therapist consult with care and education staff when developing formulations or programmes to support the young people in a proactive manner.

Punishments are considered to be inappropriate and no actions or sanctions that threaten the dignity of an individual are either used or permitted. However, the home recognises that at times, natural consequences can be supportive of assisting the young person to understand that their actions do have consequences. This is seen as being a way that enables the young person to develop their ability to think about alternative approaches and strategies for dealing with any feelings that may give rise to incidences of behaviour that challenges. The home does ensure that it operates within the scope of the Mental Capacity Act (2005, Ministry of Justice), therefore any intervention or consequence would only be used in line with the best interests of the young person.

There are times when we may need to physically intervene to keep children and young people safe. All physical interventions are taken very seriously, well documented and

shared with placing authorities and families. We always follow these up to ensure that they were justified and proportionate through de-briefs, incident reviews and a Life Space Interview, which is undertaken with the young person. Such intervention is never used as a punishment. All behaviour support techniques and interventions are supported and reviewed by our internal accredited trainers and assessors, in conjunction with the Clinical Team.

A copy of our Positive Behaviour Support Policy is available on request and will furnish you with further details surrounding the ethos of how we work proactively, to minimise the frequency of behaviour that presents as challenging, whilst keeping the young people we support safe.

Leadership and Management

Registered Provider

Name:

Hesley Group

Address:

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Registered Manager

Name: Ian Oliver

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Fullerton House School
Tickhill Square
Denaby
Doncaster DN12 4AR

Tel: 01709 861663
Fax: 01709 869635
Email: ian.oliver@hesleygroup.co.uk

Staff Teams

The School employs over 200 staff and is one of the largest employers in the Denaby / Mexborough area. The overall responsibility for Fullerton House School lies with Michael Cavan General Manager, who leads the senior management team. (19)

The structure of the service is as follows:

Name	Job Role	Qualifications
Sue McLean	Group Operations Director (<i>Responsible Individual</i>)	RN, MBA
Sue commenced her career when she qualified as a nurse in 1988, she has worked in a variety of health and social care settings holding executive positions in both quality and operational roles. Sue graduated with a Masters Degree in Executive Leadership in 2014 and joined the Hesley Group in February 2015 as Operations Director		
Michael Cavan	General Manager	HNC Social care, Diploma in Social work, NVQ 5 Management, Pro-act SCIP uk Instructor, Therapeutic Crisis Intervention Instructor.
Michael started his career working in a special needs school in Edinburgh, before moving onto support adults with learning disabilities in day care services. Michael then trained in Social work, before taking up a number of different posts in management ranging from neuro-rehabilitation and a manager of children's home(s) and a social work crisis team before joining the Hesley Group in 2007.		
Ian Oliver	Care Services Manager (<i>Registered Manager</i>)	NVQ 4 Health and Social Care, Children and Young People (2 imported units for residential manager) and NVQ Level 4 Management.
Ian has worked in the care sector for 24 years as a student nurse then a residential care worker before progressing to Registered Manager in 2005. Ian has managed a variety of services including 2 homes for children with emotional and behavioural difficulties, set up 2 services for child victims of sexual abuse and exploitation and relevant to this role, a short break service for children who have complex needs, learning and physical disabilities.		
Michael Walsh	Head of Education	BA (Hons), PGCE with QTS, NCTL Tomorrow's Heads Program, NPQH
Michael started his teaching career in 2004. Michael has worked in a variety of educational settings over the last 10 years. He has over 6 years experience as a Senior Leader in special school settings prior to joining Fullerton House school. Throughout his career he has worked with pupils with a range of Special Educational Needs including ASD, SLD and BESD.		
		Overview of qualifications
Care Managers	x 4	NVQ Level 3 & 4 Health and Social Care CCYP, ILM level 3 Management, D32 and 33

Education Team

The teaching and learning team consists of a mixture of class teachers, tutors and teaching assistants, who work under the direct supervision of the Head of Education.

In order for children and young peoples' individual programmes to be effective, teachers liaise with senior care staff in the design and implementation of such programmes. Regular multi-disciplinary meetings take place to ensure progress is monitored effectively and informs future planning.

Please see Appendix 1 for education staff qualifications and details.

Care Team

The care team is led by a Care Services Manager and consists of 4 Care Managers, who are supported by 8 Deputy Care Managers, 2 Night Managers and 12 Team Leaders in the management and deployment of over 160 Support Workers. The staff teams work on a 'shift' basis around the clock to ensure that a high level of care, support and protection is provided at all times for our children and young people.

Flexible staff deployment is determined by the individual needs of young people and the nature and location of the activities being undertaken. As a result staffing levels will fluctuate across a 24 hour period.

1:1 staffing (ie one member of staff for each child or young person) is generally provided across the waking day with additional support available as required. Between 9.30pm and 7.30am, waking night staff operate on a ratio of 1:3, with additional support available depending on the needs of each individual.

Core and Administration Team

The Hotel Services Manager and the School Administrator each lead teams of core and administration staff who contribute considerably to the smooth running of the school and the care and welfare of our young people. A comprehensive staff list detailing position, location, relevant qualifications and length of service is obtainable from the school on request.

Clinical Services Team

Fullerton House School has a comprehensive and cohesive clinical team which forms an integral part of the multi-disciplinary team. The team work very closely together with staff to advise, guide and support them in meeting the very complex needs of our children and young people by developing and implementing individualised support and skill development plans.

The clinical services team consists of:

- Consultant Clinical Psychologist
- Assistant Psychologist
- Applied Behavioural Analyst
- Trainee Associate Behaviour Analyst
- Occupational Therapist
- Speech and Language Therapist
- Communication Co-ordinator
- Visiting Consultant Psychiatrist and Paediatrician
- Practice Lead

Clinical Team Qualifications: -

Clinical Psychologist	Dr Zoe Bradshaw	Doctorate of Clinical Psychology – Sheffield University 2000. Registered with Health Professions Council as a 'Clinical Psychologist' Reg no. PYL02893
Speech and Language Therapy		
Applied Behaviour Analysis	Pauline Lyons	BSc Board Certified Assistant Behaviour Analyst BCaBA
Occupational Therapy	Rachel O'Sullivan	BSc (Hons) Occupational Therapy BSc (Hons) Mental Health Practice(Psychosocial interventions) MSc Occupational Therapy
Practice Lead	Kelly Wilson	Registered Mental Health Nurse- Sheffield university 2001

We believe supervision to be a continuous process of monitoring, support and personal development in a range of settings. This can occur within one to one meetings with sufficient time set aside for that purpose, staff briefings, staff meetings and observation and feedback on individual practice.

All new staff are fully inducted into the Hesley Group through a comprehensive programme in line with the Common Induction Standards. The induction process is attended within the first three weeks of employment, along with time spent shadowing existing staff who support the young people. An in-house induction programme is also provided to support new staff in getting to know the young people. All new staff will also be on a six-month probationary period and will undertake monthly probationary meetings with their manager, as well as group supervisions with the Registered Manager and a trainer from the Workforce Development Department.

We believe that the process of supervision is highly important because we need to ensure that staff are given opportunities to reflect on their practice and be able to discuss their thoughts and feelings about their work and relationships with young people, if the new member of staff is to have a positive experience. It is also very important for managers to assess compatibility between the person and their job role.

Fullerton House School is committed to providing a broad range of learning and development opportunities, to enable staff to provide a service of the highest quality for the children and young people in their care. The value we place upon the important role undertaken by staff is reflected by our ongoing achievement of the nationally recognised 'Investor in People' award.

The Hesley Group is committed to the learning and development of all staff, with a detailed training programme which is produced internally. This enables training to be specific to individual teams or young people and is informed by data from incident forms, changes to policy, legislative developments and the development and progression of staff members.

The training programme we provide includes:

- Safeguarding Children and Adults
- Therapeutic Crisis Intervention
- Communication
- Clinical Behaviour Awareness
- Pathway Planning
- Record Keeping
- ILM 3
- Diploma Level/NVQ Level 3 qualifications for Health and Social Care
- First aid
- Food hygiene
- Fire
- Epilepsy
- Medication Awareness
- Autism Awareness
- TCI instructor re-certifications
- Pathological Demand Avoidance (PDA) - young person specific
- Equality Act
- Children's Rights
- Safer recruitment and selection of staff
- IOSH

The care and support of children and young people is paramount, therefore we do all that we can to ensure that staff are provided with the learning experiences to enable them to provide effective and safe support to them. However underpinning this and fundamental to the way that we practice, we ensure that all staff are trained and competent in providing positive behaviour support through Therapeutic Crisis Intervention (TCI), which is accredited through British Institute of Learning Disabilities (BILD). TCI is an internationally recognised proactive crisis prevention and management approach. TCI recognises that it is the actions and reactions of those around the young person which strongly shapes and influences their behaviour, as well as their social and emotional development.

Alongside the full training sessions a range of professional development sessions are provided. The aim of these sessions is to refresh and remind staff of good practice principles. The sessions are delivered by the managers to reach out to all staff teams.

Examples of sessions available:

- Professional Worker & Good Practice Principles
- Regulators and Quality
- Health and Nutrition
- Inclusion and Participation
- Record Keeping and Reporting
- Anti-bullying
- Complaints Awareness
- Support Planning Awareness

Qualification of Staffing Report (QSR) (correct at time of writing)

Role	Number of staff	Overview of Qualifications
Care Manager	4	NVQ3 CCYP, D32, D33, V1, NVQ4 Management
Night Manager	2	NVQ3 CCYP, D32, D33, ILM 3 Management, NVQ4 Management
Deputy Care Manager	8	NVQ3 CCYP, D32, D33, ILM 3 Management, NVQ4 Management
Team Leaders (days and nights)	12	NVQ 3, D32, D33, ILM 3, ILM 4
Support Workers (days and nights)	150	NVQ3, Health and Social Care Diploma

The system operates on a rolling rota basis, which incorporates all grades of staff and ensures that there is management cover on site on a 24 hour basis, 7 days a week. Alongside this, there is a management on-call rota system and a senior designated person on-call, so advice is available during the evening, overnight and at weekends.

Quality Governance

We have a very strong focus on quality and safety at Hesley Group and pride ourselves on providing safe and effective services. The company holds Investors In People (IIP) status which supports the work we do at Fullerton House School. We have a structured approach to monitoring and maintaining high quality standards, which is reviewed frequently by the senior management team to ensure continuous improvement across the site.

Our organisation is accredited by CHAS, the Contractors Health and Safety Scheme, in relation to health and safety processes and outcomes. This helps ensure high standards of safety.

There are a number of internal and arms length quality audits which are completed by a range of managers and others to ensure that quality systems are robust and can be relied upon to support the provision of a high quality service at Fullerton House:-

- Monthly Regulation 45 audit with 6 monthly report
- Monthly care audit(files)
- 12 weekly case management review
- Monthly catering audit
- Sample audits undertaken throughout the month

- Regulation 44 visits
- Quality assessments
- Night visits

We have monthly independent Regulation 44 visits to Fullerton House School. During these visits young people, the senior management, staff and key stakeholders are all met and spoken with. A report is then shared with the home, the executive board, placing authorities and the regulator. The Registered Manager then completes an action plan based on the report, which is reviewed at the next monthly visit. The aim is to ensure that care delivered to the young people is safe and of a high quality.

Hesley Group's Quality Team consists of skilled and qualified health and social care professionals and a qualified health and safety manager. The Quality team reports regularly to the Executive and the Board of the Hesley Group, regarding the standard of service being provided, which then informs ongoing service provision.

Care Planning

We recognise how difficult it can be for parents and carers when deciding where best to place their son or daughter and we work very hard to ensure that all prospective families are given as much support, advice and objective information as possible about the services the Hesley Group provide, as well as information about other providers if we cannot appropriately offer a service.

Usually, parents, carers, social workers and other professionals will want to visit Fullerton House School and we will always take the time to meet face to face, discuss our provision and answer any questions that arise, before embarking upon a tour of the school.

Every formal referral for a place at Fullerton House School is initially managed through our Referrals Co-ordinator who is based at Central Services, Hesley Hall, Tel: 0800 055 6789. The core criteria we apply when considering a referral are:

- Learning disability and/or difficulties
- Behaviours that may challenge
- Complex needs
- Autism
- Communication Difficulties
- 8 – 19 years of age

Any information shared with us is managed in a sensitive and confidential manner; and based upon the case papers and/or discussion with the placing authority we will make a decision whether an assessment is appropriate on the basis of whether or not we believe we are well placed to meet the needs of the referred person. If we cannot offer an assessment we will share the reasons with the team at Central Services, so help and feedback can be given to the placing authority.

Assessments are undertaken by members of the multi-disciplinary team, depending upon the information available. For example it may be appropriate to involve our clinical psychologist if there are specific mental health needs; or someone from the education team if there are any specific issues around access to learning. We appreciate that this is an anxious time for the child or young person, their families and carers and therefore we aim

to respond quickly to all requests for assessments.

Once the assessment is completed the multi-disciplinary team will discuss whether Fullerton House School is able to offer a placement. If we are unable to, we will always give feedback and signpost parents, carers and placing authorities to a more appropriate service provider. Examples could be where a child or young person has particular mental health needs that we feel might be best addressed in another setting, or the risks associated with a child or young person's behaviour are such that we have concerns about our abilities to keep them as safe as possible; or where our peer group would not represent a good match with the referred person.

If a decision is made to offer a placement, we will work closely with all parties involved to ensure that the transition plan is appropriate to the needs, wishes and feelings of the child or young person and their families. This may include visits, sending out the user guide or creating a social story to help the child or young person understand Fullerton and their transition process as well as possible.

Once a child or young person is in placement, we hold an initial review after 4 weeks. This gives everyone an opportunity to discuss how the child or young person is settling in and to agree what areas of work we will be focussing on, in the months ahead.

Emergency Admissions

Whilst we strive to ensure that all referrals and admissions are carefully considered and well planned, we recognise that unfortunately some young people's placements break down suddenly and we may receive an emergency referral.

We acknowledge that in times of crisis the information we receive may be restricted and we may not have the benefit of a transition period to work to. These children and young people are at their most vulnerable and our immediate concern is to make a decision

quickly as to whether we can meet the needs of the child or young person based upon the information available; and facilitate the admission to bring about stability to the child's or young person's life, if we feel we are well placed to meet their needs.

Following an emergency admission, we will arrange initial reviews in conjunction with all key people at appropriate intervals, so we can discuss progress and plan for the service to continue; or make arrangements for the placement to end in a planned and timely manner, with a view to supporting a positive transition to an alternative setting.

Short term breaks (*including respite*)

We can provide a short term break service for children and young people; the amount of time provided can be flexible to accommodate individual respite arrangements. We ensure that the accommodation is provided in an appropriate area of the service and considers the existing children and young people within that area, as well as the needs of the referred young person.

The respite service follows the same process of assessment described above, to ensure that we can meet the individual needs and requirements of the child or young person. Close attention to detail, for example about transport needs as well as other practical and care issues, will be agreed prior to commencing a respite placement.

Transitions

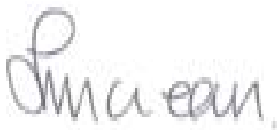
We acknowledge that moving on can be very hard for children and young people in our care. We take great care to ensure when children and young people move on to another placement, that this is coordinated, planned and places the child or young person at the centre of the process.

The school will work closely with children, young people, social workers, agencies and families, to ensure that each child or young person has a bespoke transition plan, which is determined by their individual needs, wishes and feelings.

Sometimes, decisions might be taken, in relation to moving children and young people on, that we feel may not best fit with the child's needs. In such circumstances, the school will advocate on behalf of the child or young person; and where necessary enlist the assistance of an advocacy service, recognising that our own view may or may not be the right one; but in the belief that discussion of such issues can be positively support the child or young person.

Transition into Adult Life

We support young people through the transitional process from the age of 14 onwards. This is done through regular transition reviews and through the Pathway Planning Framework. This framework encourages participation from the young person, family, social worker and other key stakeholders to ensure that needs are identified early to support the transition to adult services (if appropriate). We work closely with agencies to ensure that the transitional process is as smooth and successful as possible for the young person.



Date Reviewed: 27th July 2015

Appendix 1 Education Staff Qualifications

Name	Title	F/T or P/T	Academic and professional Qualifications /date of Pre-employment check	Years of Teaching	Job Title and Assigned Responsibilities	Name	Title	Relevant Qualifications/ Date of Pre-employment Check	Job Title	Assigned Responsibilities
Michael Walsh L&M Non teaching	Mr	F/T	02/02/15		Head of Education	Julia Walker F/T 0.8 Teaching	Ms	NVQIII(Teaching Support)-Achieved 01/11/2004, OCNIII (Learning Support Assistants), NVQII Health and Social Care, Cert Ed 2012	Senior Teaching Asst Art co-ordinator	To provide support for the students, teacher and curriculum in the learning environment.
Marilyn Branwood F/Teaching	Mrs	F/T	B Ed (Mental Handicap) 28/10/2001	29	Class Teacher and English Coordinator	Julie Cox Shepherd 0.8 teaching	Mrs	NVQII (Care), 7307 Teaching Cert, NVQII(Teaching asst), CLS-12/11/1999	Teaching Asst DT - Food	
Russell Nixon	Mr	F/T	Degree - Upper Second Applied Biology - University of Greenwich Teaching Qualification - PGCE - Science Advanced Diploma in Special Educational Needs - Leeds Metropolitan University	14	Class Teacher and Science Coordinator	Laura Farrell F/T	Mrs	NVQII (Teaching Asst)-28/04/2009 NVQIII(Teaching Asst-Working towards)	Teaching Asst	
Joe Hill F/Teaching	Mr	F/T	PGCE	2	Teacher/PE coordinator	Paula Mitchell F/T	Mrs	NVQIII (Teaching Asst) -Achieved 16/08/2008STA. PR	Teaching Asst	
Tina Whittaker F/Teaching	Ms	F/T	City & Guilds Adult FE Cert-Achieved 29/09/2009	3.5	Senior Tutor School Outreach	Beverly Gee 0.8	Mrs	NVQI(Creative Play), NVQII (Helping in Schools), NVQII(Behavioural Management), NVQIII(Teaching Asst)-Achieved 09/2008	Teaching Asst	
Emma Sylvester F/Teaching	Mrs	F/T	Cert Ed (FE)-24/02/1997 Cert Ed Qualified Teacher (QTLS)	6.5	Tutor Class teacher MDT group	David Smith P/T 0.6	Mr	Diploma HITECC	Teaching Asst	
						Dean Vickers F/T	Mr		Temp Teaching assistant to Easter 15	

Geraldine Gillings 0.6 teaching	Mrs	F/T	M.Ed Special Needs, M.A Language and Literacy, B.Ed CACDP Level II Sign Lang	38	Senior Teacher, Class Teacher and RE Coordinator (Moving to ISC)	Louise Kirk F/T	Ms		Temp Teaching assistant to Easter 15
Deborah Hartley F/Teaching	Mrs	F/T	City & Guilds FE Cert (Stage 2)/BTec (Art & Design), Cert Ed (FE)-26/09/2005 QTLS	5.5	Senior Tutor ISC	Teaching staff in school: 3 class based teachers 1 class based senior tutor – outreach 1 class based tutor – MDT 1 Senior TA – Art 1 TA – DT food			
Ben Lawrenson F/Teaching	Mr	F/T	City & Guilds FE Cert (Cert Ed (FE) -05/03/2003	13.5	Tutor ISC	AR			1
Alexandra Gilmour 0.6 teaching	Ms	P/T			Tutor ISC	MB			1
						JH			1
						GG(ST)			1-
						TW			0.6 TEACHING
						ES			1
						BL			1
						DH(ISC)			1
						JW(STA)			1
						LF			1
						PM			0.8
						BG			1
						DS			1
						TOTALS			4 Teacher/4 Tutors 4.8 TA

Fullerton House School Organisation Chart

