



Wilsic Hall School

STATEMENT OF PURPOSE

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Statement of Values and Principles

Values of the Hesley Group:

Person Centred

Outcome Focused

Quality Driven

- Respect, honesty, trust and equality are the values that underpin our practice at Wilsic Hall School.
- Wilsic Hall School strives to provide an environment that facilitates growth, achievement and fulfilment for all children and young people.
- Wilsic Hall 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.

Leadership and Management

This section will demonstrate the ethos of the organisation, and how this is met at Wilsic Hall School, along with the operational measures we have in place to ensure the service is striving towards excellence.

Hesley Group Mission Statement

The mission of the Hesley Group is to enable people with complex needs to reach their full potential. This is achieved by having an approach which encompasses the following elements:

- The child's wishes and feelings
- Promoting diversity and a positive identity
- Promoting positive behaviour and relationships
- Keeping children and young people safe
- Promoting good health and wellbeing
- Supporting children and young people to enjoy their interests and develop confidence
- Promote educational achievement
- Promote contact with family and friends
- Promoting independence and a good transition

Aims of the service

Our aim is to give each child and young person opportunities to develop and learn. We will do this by providing a supportive environment which is child centred and provides warmth, structure and is focused on developing relationships, means of coping and learning independent living skills. We are registered for 33 placements, and operate over a 52 week period. Our provision caters for boys and girls between the ages 11-19 years. In some

exceptional circumstances and with permission from Ofsted we may accept young people from the age of 10 years.

The children and young people we support may have:

- Autism
- Learning disabilities
- Behaviour that challenges services
- Complex Communication Needs
- Pathological Demand Avoidance
- Epilepsy
- Sensory needs
- Hearing impairment

Structure of the service

Name and address of registered provider:

**Hesley Group Ltd
Hesley Hall
Tickhill
Doncaster
DN11 9HH**

Company no. 2665377

Responsible Individual – Sue McLean – 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

Head - Geoff Turner; NPQH; Cert Ed; Dip SEN; PGCE; SEN & Inclusion Ed; IABA

Geoff started his teaching career in 1977 working in residential special schools in the London area. He returned to Doncaster in 1980 taking up a teaching post at Wilsic Hall School. He was appointed Head at Wilsic Hall School in September 2008 putting his extensive knowledge, experience and training to good use to shape and model the service along with his management team.

Geoff and his team are committed to the young people in their care and are constantly striving to improve the service and the outcomes for the young people placed at Wilsic Hall School.

Registered Manager (Care Services Manager) – Deborah Smith; Registered Managers Award April 2006, NVQ 4 Health & Social Care Award November 2011, NVQ level 5 in Management.

Deborah began working for the Hesley Group in May 1983 and throughout her employment with them she has progressed through her roles. She has been a manager within the Hesley Group since 1992 and from 2002 became Care Manager and appointed Care Services Manager in September 2014.

Head Teacher Caroline Tills BA (Hons) Caroline has been teaching since 2005. Caroline began her teaching career in primary schools before moving to Wilsic in 2010.

Operational systems

Each child or young person using our service has a range of child centred support plans that are formulated to make sure everyone is working in a way that meets their individual needs in relation to health, personal and social care. These are kept under constant review by use of an agreed case management system. A multidisciplinary approach is used to support this process.

Day to day recordings is maintained in a manner that protects people's confidentiality and demonstrates respect for the person.

Detailed records of any incidents are made and patterns in relation to incidents are monitored regularly.

The management operation systems that we have in place enable us to ensure we are robust, transparent and open with regard to the day to day management of the service, and that longer term planning is led and communicated effectively across all teams. We do this by meeting every morning Monday to Friday, in and out of term time, with education and managers from care, a process which allows for the transfer of information and for the plans for the day/week to be discussed and agreed, along with an update of evening and overnight events to ensure everyone is informed and aware of individual needs; and to agree any support which may be required. The senior management team then meet every morning to complete the daily communication log book; this brings together all the key people on site to ensure all issues are managed effectively on a day to day basis. In this meeting all incidents forms are checked and signed with actions being agreed, as required.

The management information we hold is managed in line with legislation and policy. Confidentiality is upheld and respected. This information includes:

- Monthly Reg 44 visit reports and action plans
- Any notifications that have been sent to Ofsted
- Multi-disciplinary monthly meeting notes
- Senior Leadership Team Meeting notes
- Senior Management Meeting notes
- Any safeguarding referrals and action plans
- School Development Plan
- JCC (employee forum) meeting notes
- Quality assessments

We hold Senior Leadership Team Meetings on a monthly basis which also involve input from Human Resources, Hotel Services Manager and the Learning and Development Facilitator.

We feed back to managers and staff teams with the information from all of the above visits, meetings and action plans to ensure they are kept up to date with the developments and to facilitate ongoing improvements at Wilsic Hall School.

This information is reviewed and updated throughout the month by the Head and Care Service Manager to ensure action points are completed and information is accurate and well maintained.

Facilities and Services Provided

This section will demonstrate firstly how we manage new admissions through to the transitional process and secondly the educational provision we offer, including the clinical input available and the service facilities and amenities we access within the local community, to ensure we are best addressing each child's individual needs and supporting them as well as possible to achieve their desired outcomes.

Enquiries, referrals and admission criteria including emergency admissions

Upon receiving an enquiry into Wilsic Hall School from parents, social workers or other sources, we will discuss the services we provide. Wilsic Hall School can host visitors to the site and can make such arrangements at the time of the enquiry; we also have information on all our services and can send this out if required. Information is also accessible through the website and we will of course answer all/any questions as they arise. During a visit to the site, we will meet with you and again answer any questions you may have, and will also show you around the school and accommodation. If you then wish to proceed with a referral to Wilsic Hall School we can advise on how to do this.

The criteria for admission to Wilsic Hall School are one or all of:

- Autism
- Learning disabilities
- Behaviour that challenges services
- Communication difficulties
- 11-19 years (post 18 transition into adult services)

Every referral we receive into Wilsic Hall School is managed through our Central Services Department which is located at Hesley Hall. Contact details for the Referral Team there are via our freephone number 0800 055 6789, and by email at referralenquiries@hesleygroup.co.uk. The referral team will share the nature of the referral with the multi-disciplinary team at Wilsic Hall School.

All information is managed in a sensitive and confidential manner and a decision will then be made as to whether we may be able to meet the needs of the young person.

If we proceed with an assessment we will make the arrangements with all the relevant people, and this may mean visiting the young person's school, parents, and place of residence to gather all the information required to make a decision over any future placement. The assessment team from Wilsic Hall School consists of a number of people; which may include members of the Clinical Team, Care Management and Education. We will undertake a comprehensive assessment including a full history and assessment of needs and strengths, risks and challenges. Gathered information is shared with the multi-disciplinary team at Wilsic Hall School and a decision made as to whether we can meet the needs of the young person.

Once we have made our decision we will share this with all relevant agencies, particularly the potential student's family as well as the student themselves where this is possible. If we are unable to offer a placement we will always give feedback and signpost parents, carers and placing authorities to a more appropriate service provider.

Circumstances in which we might be unable to offer a placement could include where a child or young person has complex mental health needs that we feel we are not able to meet successfully, where the risks associated from a child or young person's behaviour would not be safely managed in our services or where the peer group would not be a good match for the young person in question.

If we are to proceed to admission following our assessment, we liaise very closely with all parties involved and visits to Wilsic Hall School can be arranged as one part of ensuring the transition to Wilsic Hall School is smooth and successful. We can also send our accessible service user guide for the young person to view prior to moving, and a social story can also be provided, if appropriate, to ensure the young person is included where at all possible, at all stages of the move.

After an admission we will host a review after 4 weeks to ascertain how the young person is settling into the service and the nature of the required support that is emerging from assessment to that point.

Emergency Admissions

We can also accommodate referrals made on an emergency basis. While we would always want to ensure we gather all relevant assessments, we acknowledge that in times of crisis the information we receive may be reduced. We do, however, need core information about the young person and their circumstances. We would look to offer an emergency placement on a temporary or longer term arrangement, and we always fully consider the appropriateness of our services and the compatibility of the needs of our other young people within them, when making this decision.

Following an emergency admission we would arrange an initial review so we can discuss progress and plan for the service to continue or discuss alternative arrangements if required, in a planned and timely manner including transition to other services if this might be indicated.

Short term breaks including respite

We currently provide a short term break service for a young person. The length of admission provided can be flexible to accommodate individual respite arrangements. We ensure that the short term break accommodation is provided in an appropriate location; and alongside this we also consider the current students. The service we would provide would be the same as our residential services in respect of all aspects of day to day provision. Respite services follow the same process of assessment, to ensure we can meet with individual needs and requirements; we have the facilities available on site to support a wide range of individual preferences and need. Transport to and from Wilsic Hall School for respite is arranged prior to accessing the service.

Transition into adult services

We commence the transitional process from 14 years of age onwards, by having regular transitional reviews and through the Pathway Planning process by working with the young person, family, social work teams and other key parties, to ascertain what level and nature of service that person will require from adult services. We work with everyone including adult providers to ensure the transitional process is as smooth and successful for the young person as possible.

Facilities

Wilsic Hall School is in a rural location with easy access by car to Tickhill, a local market town which has a range of facilities:

- GP surgery (partner service) including a pharmacy
- Park and walks
- Local shops
- Pubs and cafés
- Hairdressers

Doncaster is the main local town, 6 miles away, offering a full range of amenities which we access. These include:

- Leisure centre including gym, swimming and ice skating
- Bowling
- Rugby club
- Football club
- Rowing Club
- Race course
- Restaurants, pubs and cafés
- Shopping and markets
- Hairdressers
- Train and bus terminals
- Airport

We access facilities which are already established within the community and promote and value the inclusion and participation of young people from Wilsic Hall School within these services. We support young people to access the following groups:

- Scouts
- Recycling initiatives
- Local charity events eg Race for Life, NSPCC sponsored bike ride, Comic Relief, Children in Need
- Delivering local newspapers
- Cultural facilities and spiritual places of worship
- Library services
- British Gymnastics

Service provision

The accommodation at Wilsic Hall School is spacious and designed to support small groups of young people. The houses are decorated and furnished to a very high standard and young people are involved in the decoration of their own bedrooms, which are fully fitted with high quality furniture.

The living areas are shared; these are all decorated and furnished individually. We believe that high quality physical environments contribute significantly to the therapeutic milieu we seek to create.

Each house comprises the following:

- Single bedroom ($\frac{2}{3}$ of rooms have en-suite facilities)
- Shared bathrooms and separate toilets are for a maximum of 3 people
- Dining room
- Kitchen
- Lounge
- Private gardens

A selection of photographs of our accommodation is shown below:



Entrance to 1-2 Arches Close



Arches Flats



Kitchen in Orchid Lane



Lounge in Orchid Lane

Health and safety & Risk management

Health and Safety regulations are complied with and risk assessments are in place to support safe practices. Alongside this all risk assessments are kept under regular reviews by the Senior Management Team, ensuring they are kept up to date. Each individual also has a HELP profile that outlines behaviour management.

Fire drills and evacuations are completed at frequent intervals. All electrical equipment is tested annually, and all furnishings are fit for purpose. All properties are maintained to high standards as are the 18 acre grounds.

Personal belongings are all documented and these records are kept fully up to date. There may be some items that parents may wish to purchase for their son/daughter to use at Wilsic Hall School eg game consoles, DVDs, TV's for the bedroom.

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.

Education provision

The curriculum of the Sam Wrigley School at Wilsic Hall is led by an emphasis on communication skills. Students follow national curriculum subjects including the 14–19 years curriculum modified to suit each student's needs, using the 'Equals' scheme. Reading is taught in all classes using synthetic phonics.

This curriculum offers young people the opportunity, via recognised accreditation schemes, to undertake a range of experiences. All of these schemes are validated and young people progress through these during their time with us. Learning is promoted between education and care, and out of school accreditation is linked into the 24 hour curriculum model.

Transitional skills are developed between education and care and young people are supported to develop independent skills which are accredited to support the transition from childhood to adulthood.

Work experience opportunities are also available and we fully support our young people to learn and develop new skills using this pathway via Work Related Learning.

Student progress and attainment is monitored throughout the school year, using the B Squared assessment system-based tracking system linked to National Curriculum statements of attainment (P Levels). Continuous progress of the teaching and learning is reviewed by external School Improvement Advisor (SIA), who inspects, advise and develop the teaching team. Ofsted rated the school Outstanding in all areas during the last inspection (November 2015).

Private study space can be accessed in other areas to allow for individual learning needs.

The school has an Exclusion of Students and Termination of Placement Policy. This policy is only used in extreme circumstances. During 2013 to 2014 there were no fixed term or permanent exclusions from the school.

Therapeutic services

Wilsic Hall School is fully supported by a range of therapeutic professionals who provide individualised tailored programmes and support. They work alongside the care and education teams, as well as directly with young people in ensuring all aspects of a young person's time at Wilsic Hall School are individualised to their needs.

The clinical team consists of:

- Clinical Psychologist
- Associate Behaviour Analyst
- Assistant Psychologist (Support)
- Trainee Associate Behaviour Analyst
- Occupational Therapist
- Speech and Language Therapy and Communication Co-ordinator
- Visiting Psychiatrist

The Case Management approach is the model we work to and the care manager works closely with the therapeutic team in ensuring we are meeting individual needs. The care managers meet with the therapeutic team every 6 weeks and utilise the case management case review tool kit which is a 12-weekly audit review of a young person's case notes completed by Care Service Manager, Care Manager, Deputy Care Manager or a representative from the Quality Team.

The Senior Multi-Disciplinary Team, which consists of the Heads of Departments, meets each month to look at strategic planning and any complex issues of note at that time.

Total Communication

The speech and language therapists work closely with staff teams, to support every child and young person in communicating through a range of methods and resources. Our approach is based on 'Total Communication' and our approach is holistic by providing visual supports, words, pictures or symbols which are meaningful for the children and young people. Adjustments to the social and physical environment within the care setting are in-line with NICE Guidelines (2013).

Staffing

Staffing structure for care team-correct at the time of writing

Registered Manager (Care Services Manager) x1
 Practice Lead x 1
 Care Managers x 3
 Deputy Care Managers x 3
 Night Team Managers x 2
 Team Leaders & Night Team Leaders x 13
 Support Workers (Day and Night) x 159
 Relief staff x 19

Qualification of Staffing Report

Role	Number of staff	Overview of Qualifications
Practice Lead	1	DipHE Nursing Studies, NVQ level 4 Management
Care Manager	3	NVQ3 CCYP, D32, D33, V1, NVQ4, NVQ 5 Management, TCI instructor, RMAward, Bachelor of Philosophy
Night Team Manager	2	NVQ3 CCYP, D32, D33, ILM 3 Management, NVQ4 Management
Deputy Care Manager	3	NVQ3 CCYP, D32, D33, ILM 3 Management, NVQ4 Management
Team Leaders (days and nights)	13	NVQ 3, D32, D33, ILM 3, ILM 4
Support Workers (days and nights)	159	NVQ3, Health and Social Care Diploma – or working towards.

The system operates on a rolling rota basis, which covers all grades of staff and ensures we have management cover 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 system which is provided during the evening and overnight, and operates over a weekend period.

Learning and development

All new staff are fully inducted into the Hesley Group through a detailed and specific programme in line with Skills for Work. The induction process is attended within the first 3 weeks of employment alongside time spent shadowing existing staff with the young

people at Wilsic Hall School. An in-house children's induction programme is provided and supports new staff in getting to know the young people, service and organisation.

The Hesley Group is committed to the learning and development of all staff, and, based on this there is a detailed training programme which is produced internally. This enables the 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
- Hesley Enhancing Lives Programme (HELP)
- Therapeutic Crisis Intervention
- Communication
- Clinical Behaviour Awareness
- Pathway Planning
- Record Keeping
- ILM 3, 4, 5
- 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
- Pro-ACT-SCIP r-bespoke techniques
- 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 and we do all we can to provide learning experiences within a positive risk framework. To this end our staff are trained and competent in providing positive behaviour support through Therapeutic Crisis Intervention (TCI). Accredited through British Institute of Learning Disabilities (BILD), Therapeutic Crisis Intervention is an internationally recognised proactive crisis prevention and management approach. TCI recognises that it is the actions and reactions of those around young people that strongly shapes and influences their behaviour, as well as their emotional and social development (see also page 18-19).

Our approach, developed from the sound base of TCI and Applied Behaviour Analysis (ABA) is called the Hesley Enhanced Learning Programme (HELP). Physical Interventions are delivered in line with the TCI, PRoACT-SCIP® UK AND BILD Code of Practice.

Additional training continues to complement the HELP programme.

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:

- 13 -

- 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

Supervision

The organisational policy outlining staff supervision and appraisals is followed in ensuring all staff are managed and supported within the supervision process at Wilsic Hall School. Each staff member receives supervision in a planned manner which is documented and recorded using the internal data base system. The annual appraisal process is completed for all staff and these are signed off by the Head and Care Service Manager. Regular supervision audits are conducted to ensure that high standards, and consistency, are maintained.

Quality and 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 status which supports the work we do at Wilsic Hall 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 service provision at Wilsic Hall School:

- Monthly Regulation 45 audit
- 12 weekly case management review
- Internal monitoring and audits
- Sample audits undertaken throughout the month
- Regulation 44 visits
- Quality assessments
- Night visits

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 Board and Executive of the Hesley Group on the standard of service being provided, and supports service improvement.

Governance audits are carried out on a monthly basis, where the Quality Team looks at information that is sent through. The information sent through consists of: -

- Area Conditioning reports
- Compliments / Complaints
- Medication errors
- DoL's information
- Notifications
- LAC Reviews

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.

Leisure Opportunities

We have a full time Activity Co-ordinator at Wilsic Hall School who ensures that all young people have a detailed and planned activity programme. This reflects their individual likes and preferences and supports continued learning and development out of school. All of this is in line with the Children's Play Charter and encompasses the principles of child development and play.

The programmes are followed by all staff and provide a structured and personalised approach to ensuring leisure interests are developed and new opportunities accessed.

The activity programmes are reviewed on a regular basis and are planned to take into account seasonal changes.

Sensory activities are included within this and we have, on site, a soft play room, multi-sensory room and equipment and weekly massage sessions. Rebound therapy is provided and we have trained instructors on site who offer this activity weekly.

A range of child and young person centred activities based on or off site is available out of school hours. The school holiday programme is designed with a specific theme, and all the activities are then planned accordingly around this theme for both off and on site. Examples of on-site weekly planned activities are:

- Massage sessions
- Rebound therapy
- Sensory room
- Soft play area
- Karaoke
- Arts and crafts inc pottery
- British Gymnastics-Winstrada grading awards

Alongside these planned on-site activities, off site pursuits are also accessed:

- Swimming at a variety of local venues eg Doncaster Dome, Goole Leisure Centre
- Organised groups eg Scouts
- Ice skating
- Local nature walks and parks
- Cinema
- Hesley Hall facilities
- Day trips to the coast, theme parks, nature reserves
- Concerts and shows eg Disney on Ice, Music festivals
- Residential trips-Activity centre, barge trip

The activity co-ordinator also arranges for the following recognised awards to be accessed and pursued:

- ASDAN
- Duke of Edinburgh
- Youth Achievement Award

These form part of a young person's Award and Certificate Portfolio and are clearly evidenced in-line with external accreditation. All of these awards are nationally recognised qualifications.

All of the activity programmes are shared with parents on a regular basis. This ensures the inclusion of families and siblings in all aspects of planning an individual's chosen leisure activities.

For the annual review process a section is included on an individual's leisure pursuits; and this information is made available in different formats, so it can be taken away by families, social workers and placing authorities.

We have three mini-buses on site which we use to support off site activities. We also have access to the school during evenings, weekends and half term holidays.

Activities you might like to do whilst at Wilsic:



Soft play



IT suite

Health, Welfare and Well-Being

The appointment of the Practice Lead has enhanced the service we provide to individuals. We ensure all young people are supported in having and maintaining good general health and have access to all services for regular health and well being check-ups. We have emergency health passports containing all relevant information to ensure children and young people are supported when accessing health services. Alongside these we have comprehensive health support plans and records to ensure people are supported with all

aspects of their health needs including: general health and wellbeing, screening eg weight, height, specific plans, for example epilepsy or other individual healthcare needs.

Medication administration and storage is managed in line with best practice and organisational policy. Staff are trained to safely administer medication. Each person is registered with a GP, dentist, optician and, if needed, specialist health practitioners.

A good well balanced menu is offered which is consistent with the 5 a day, Eatwell plate, cultural needs and healthy eating principles. We provide specialised diets and homemade meals for young people and work alongside dieticians in supporting individual dietary needs. Children and young people take their meals at home.

We record and monitor children and young people's dietary intake routinely, and undertake thorough catering audits to support good standards of provision. A good level of exercise is also promoted and the activities we provide offer each young person access to a range of experiences that help promote a healthy lifestyle.

We are registered to access the local health resource department which offers a range of training resources and equipment in supporting good health and well being.

Each young person is allocated a key worker and where required a select number of staff, this enables the young person to enjoy positive and constructive relationships with the staff within their home. The young people influence how the home is operated by having the opportunity to discuss issues on a daily basis with the staff, and/or the staff advocate on behalf of the young person in relation to the home and its running.

We keep the young people informed of the outcomes of any discussions by using the communication method which is in their first language, and through the key-worker, named team and managers. This includes when individual wishes and preferences cannot be upheld, in which circumstance we will always let people know why this is the case.

Each young person's placement plan is updated by the key-worker and manager. The young person may also contribute to this, together with their key worker. The placement plan is reviewed at regular intervals to ensure the information remains current. The care, support and education of each young person is regularly reviewed with them, their family, referrers/commissioners and key others, including advocates, who would be involved at any particular time.

The support planning process involves the young person, their key-worker, named staff and manager, and ensures that the important information we know about how a young person wishes to be supported is documented and becomes a natural part of a person's lifestyle, and is reviewed and amended accordingly.

We support and promote safety for each young person and this may include the use of supportive protective equipment in the form of physical aids. Any such equipment is identified and discussed with the Multi-Disciplinary Team and Placing Local Authority, it is documented within Risk Assessment Management Plans and support plans, which are reviewed to ensure this equipment remains relevant and supportive of individual needs and requirements.

Following agreement with authorities and parents Visual epilepsy monitors are in-place to support health needs overnight. They are used specifically for monitoring seizure activity and only used when a young person is in bed. This system is reviewed as part of the case management process.

We strongly recognise and respect every individual's chosen spiritual and religious beliefs and ensure these are upheld in respect of a young person's wellbeing whilst living at Wilsic Hall School.

Safeguarding Children and Young People

This section will demonstrate how we strive to ensure safeguarding is prioritised and promoted within the service.

Safeguarding and Preventing and Tackling Bullying

The organisational policy on Safeguarding Children supports managers and staff in protecting children and ensuring proper 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 and reacting appropriately if there is suspicion of harm or abuse. We have a positive working relationship with Doncaster Children's Safeguarding and Local Authority Designated Officer.

All new staff are recruited by managers who have undertaken "Safer Recruitment Training" which is the Children's Workforce Development Council recognised training for children's services. A minimum of two references are always sought before an offer of employment is made and appropriate Disclosure and Barring Service checks are undertaken in respect of all employees who have opportunities for unsupervised contact with vulnerable people. Any breaks in employment are thoroughly explored and the Right to Work documentation is examined as well as overseas checks accessed during the recruitment process for foreign nationals.

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 that also includes Child Exploitation Training.

Each staff member is issued with a copy of the Hesley Group's 'Safeguarding Children, Young People and Adults Guidance and Instructions for Staff' booklet.

Anti-bullying training is delivered to staff teams in line with our policy on Preventing and Tackling Bullying, which is based on national guidance to support them in recognising signs and symptoms and how to respond and report on this.

The anti-bullying approach within Wilsic Hall School is reviewed at regular intervals to ensure we are maintaining a safe and responsive service in addressing any potential bullying behaviour.

Missing from Care protocol

We manage unauthorised absence of individual young people through the organisation's policy and procedures, alongside Local Authority guidance on 'Children Missing from Care'. This includes:

- Individual protocol and photograph, specifying known features, contact details and “How to approach” guidance for all young people
- Individual support plan and risk assessment for young people who have a history of previous episodes of unauthorised absence and the measures to take should this occur
- Local Authority specific guidance and advice
- We have developed an Emergency Communication Passport which covers the Missing from Care protocol and emergency health issues.

This information is reviewed frequently and maintained on behalf of the young person. We also look to support individual young people around personal safety to ensure they have as much awareness as possible of how to keep safe. The policy and procedure is available on request.

Therapeutic techniques, behaviour support and physical interventions

We work to promote and support positive behaviour techniques by ensuring the young person is given information in a method which is appropriate to their individual requirements. Communication profiles are detailed and specific to enable staff to ensure individuals have adequate time to process information and make informed decisions.

The HELP Profile (incorporating Behaviour Profiles and Individual Crisis Management Plans) is completed by the Care Managers in consultation with staff from the following teams: Applied Behaviour Analysis, Care and Education, Clinical Psychology, Speech and Language Therapy and Occupational Therapy; and all look at the function of different behaviours and focus on supporting an individual through any incidents with a planned and measured approach.

Empathy and proactive support is essential to reduce stress and avoid crisis. Despite this, there may be occasions when it is necessary to physically intervene in a situation. Physical intervention is considered as a last resort where other measures have not been effective.

Hesley Group policy for managing physical interventions is detailed and in line with Department of Health and British Institute of Learning Disabilities (BILD) guidance. The techniques used and the training provided is BILD accredited. We use PROACT-SCIP (r) UK and Therapeutic Crisis Interventions (TCI). All behavioural techniques and interventions are supported by our internal accredited trainers and assessors and our Clinical Services team.

The underpinning philosophy behind this training 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. The TCI section of this training package is accredited by BILD. All staff receives regular refresher training.

Any interventions are documented and subject to individual risk assessment and are regularly reviewed to ensure they were appropriate, proportionate and whether alternatives strategies could have been applied.

We work to the Mental Capacity Act 2005 Code of Practice, and where necessary take part in or organise best interest meetings to explore and discuss support approaches and a range of alternatives. Families and placing authorities are consulted and involved throughout this process.

The organisational policy and procedure for effective behaviour support/supporting positive behaviour is available on request.

Inclusion, Participation and Rights

Every attempt is made to provide young people with information in an accessible format and we display the following information, which is included within the Children's Guide.

Maggie Atkinson Children's Commissioner for England
www.childrenscommissioner.gov.uk

We aim to ensure each person is included and supported to participate in all aspects of the service at Wilsic Hall School. Each child and young person has their own communication plans in line with the Hesley Group Communication Charter. For example we support individuals to contribute to the review process, and have a detailed and planned approach to this. Selecting staff, menu planning, complaints policy, activity planning and reviewing the service provision are all areas of inclusion and participation in which we value the young peoples' involvement. Accessible communication is paramount to this process and we work closely with Speech and Language Therapy to develop appropriate tools and methods of communication for individuals, and skill up our staff to support and achieve meaningful participation.

Staff promote positive behaviour through positive and respectful role modelling, which in turn encourages respectful and appropriate relationships between all those who live and work in our services.

Advocacy and Children's Rights

The organisation has a policy entitled 'Individual Rights and 'Having a Say' which underpins people's practice in listening to and supporting young people.

The Hesley Group commissions an advocacy service on behalf of the children and young people through a national advocacy organisation, alongside this we also commission advocacy on an individual basis this enables every young person to have access to an independent advocate to support their wishes and rights.

At Wilsic Hall an advocate is on site every week and spends time in the Council meeting with the young people and also holds drop in sessions. All the advocate information is displayed in the school in a format that everyone understands.

We complete service user questionnaires every year to ensure the views of the young people are upheld, this is completed jointly with speech and language therapists.

There is an active children and young people's Council which meets every week and is another means of hearing the voice of all the young people at Wilsic Hall. The Council has full autonomy in making decisions about the school and residential services and utilises a devolved budget, to ensure that decisions that do have any budgetary implications are acted upon.

Equality, Diversity and Identity

This section will demonstrate how we promote understanding of individual diverse need and celebrate diversity at Wilsic Hall School.

We are committed to supporting children's and young peoples' sense of identity and self image and to providing experiences that support their individual and diverse needs. We have a Single Equality Scheme that overarches all other policy, procedures and outcomes for children and young people. This includes cultural needs and those relating to religion or belief, race, disability, age, and sex.

Cultural differences are welcomed and celebrated at Wilsic Hall School. The diversity of the young people we support is considerable, and we acknowledge and respect individuals by being child-centred and ensuring the child or young person's diverse needs and traditions are upheld via the following means:

- Dietary requirements and experiencing regular traditional meals
- Dress, skin and hair care
- Music, books and toys
- Language and translation
- Social aspect and peer group for cultural awareness
- Individuals accessing and experiencing appropriate cultural and religious events
- Staff accessing learning opportunities

Staff work hard to fully understand the social and cultural needs and likes of each young person to ensure these are respected, embraced and celebrated. Support plans for individuals reflect their cultural and diverse needs.

Spiritual and religious festivals

We celebrate traditional Christian festivals and access the local Church of England church in the neighbouring village at Harvest Festival, Easter and Christmas. We also access other churches/places of worship to take part in festivals that are important to our students and ensure they are supported fully during these visits.

Within the school environment representatives from different faiths visit frequently as part of the weekly assembly.

Working with Families

We welcome and value input from families towards developing children and young people's support plans, and the running of Wilsic Hall School. We recognise that each family is important, how difficult it must be to trust other people to care for a much loved son or daughter, and we ensure we offer regular opportunities for exchange of information, contact meetings and discussions to take place.

Support for siblings, grandparents, friends and other important people, as well as parental contact, is essential for all concerned and we help our children and young people to keep in touch by providing:

- IT access eg e-mails, Skype

- Telephone contact
- Visits to the service
- Support if necessary with home visits
- Sharing information such as school holiday plans and holiday photos
- Family room on site to support with visits including the use of a kitchen area

We seek to support families to visit for a more extended period if this input is required we would work with the families around this eg arranging transport. Accommodation is also available within the Hesley Group.

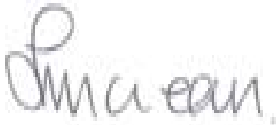
We send regular questionnaires to families to gather their views on the experience of the child or young person and their views on Wilsic Hall School. These findings are collated by the Quality Team centrally and go onto the agenda for the Senior Leadership Team at Wilsic Hall School. The findings contribute to our service improvement planning.

We have an open approach in working with families and value their contribution in supporting good outcomes at Wilsic Hall School.

Registered Manager – Deborah Smith



Responsible Individual - Sue McLean



Agreed and Reviewed: 16 February 2016