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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

Keep People Safe

- 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.

Aims of Wilsic Hall School

Our aim is to give each child and young person opportunities to develop and learn. We will do this by providing a supportive environment that is child centred, provides warmth, structure, and is focused on developing relationships, means of coping and learning independent living skills. Wilsic Hall School is registered with Ofsted as a Children's Home in respect of our residential provision for 32 residential placements, and operate over a 52-week period. Our service caters for boys and girls between the ages 10-19 years. In some exceptional circumstances and with permission from Ofsted we allow children to remain post 19, to allow the young person to finish their Education or there is an agreed plan of transition, which requires this time for a successful transition to adult services.

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

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

Service provision

Wilsic Hall School can accommodate 32 residential young people between the ages of 10 to 19 years. The school is mixed gender and non-denominational.

The accommodation as per registration is as follows: -

- Arches Flats – 12 beds
- Arches Close – 7 beds
- Stable Cottage – 3 beds
- Orchid Lane - 9 beds
- Wilsic Lodge – 1 bed

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 homes, which are fully fitted with high quality furniture.

There is one adapted house, which is designed to accommodate one individual. This is single storey and has lounge, kitchen and bedroom with ensuite shower, bath and toilet facilities.

The remaining living areas are shared; these are all decorated and furnished individually. We believe that high quality physical environments contribute significantly to promoting a more positive environment.

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 for the majority of properties.

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, Safety & Risk Management

Health and Safety regulations are complied with and risk assessments are in place to support safe practices. Hesley Group is accredited by CHAS (Contractors Health and Safety Assessment Scheme). Alongside this all risk assessments are kept under regular review by the Senior Management Team, ensuring they are kept up to date. Each individual also has a HELP profile that outlines strategies for positive behaviour management and avoidance of the need for restrictive physical interventions.

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 14-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 e.g. game consoles, DVDs, TVs for the bedroom.

Community provision

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:

- Duke of Edinburgh
- Recycling initiatives
- Local charity events e.g. Ethel Trust Community Barge, Comic Relief, Children in Need, MacMillan, Red Nose day, Sport Relief.
- Cultural facilities and spiritual places of worship
- Library services
- Rebound Therapy.
- British Gymnastic Trampolining.
- Autism Awareness.

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 firefighting 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.

Equality, Diversity and Identity

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

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, sexual orientation and gender.

Cultural differences are welcomed and celebrated at Wilsic Hall School. The diversity of the young people and their families 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 and family members 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.

Complaints and Compliments

We have an organisational Complaints Policy that 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. We also have an accessible format in supporting people who receive a service from us. Compliments that we receive are also available to view.

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 may contact their purchasing authority or the regulator (as follows): -

Ofsted

Piccadilly Gate, Store St, Manchester M1 2WD Telephone: 0300 123 1231

Accessing policies and procedures

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

Children's View's, wishes and feelings

Wilsic Hall School'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.

Education & Learning

Curriculum

The curriculum at The Sam Wrigley School at Wilsic Hall is adapted to each individual student to enable everyone to engage and achieve. Each student has an individualised timetable that follows the national curriculum at the appropriate level to their needs. We have two sensory classes for students working at low P levels who follow an adapted TEACCH programme incorporating intensive interaction.

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 waking day curriculum.

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. Ofsted rated the school Good in all areas during the last inspection (December 2018) with outstanding in personal development, behaviour and welfare.

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 2018 / 2019 to date, there were no fixed term or permanent exclusions from the school.

Enjoyment & Achievement

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 two multi-sensory rooms 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
- Pet therapy
- 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, these are risk assessed to ensure they can be safely managed, in accordance with guidance/restrictions relating to Covid-19 pandemic:

- Swimming at a variety of local venues e.g. Doncaster Dome, Goole Leisure Centre
- Organised groups e.g. Scouts
- Ice skating
- Local nature walks and parks
- Cinema
- Hesley Hall facilities
- Day trips to the coast, theme parks, nature reserves
- Concerts and shows e.g. 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.

Activity you might like to do whilst at Wilsic:



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 wellbeing 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 e.g. 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, Eat well 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.

Occasionally 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. Their use is reviewed regularly as part of the case management process. The monitors may only be used following careful assessment and in line with the law in relation to Capacity and Consent and Hesley Group policy & guidance in relation to Surveillance in Residential Settings.

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.

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

Wilsic Hall School supports all our children and young people to visit home, depending on personal preferences and whether there are any specific contact agreements or 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 Doncaster 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.

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.

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 Trust and the Local Authority Designated Officer.

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

Wilsic Hall School is compliant with South Yorkshire Joint Protocol April 2017 and as a result, young people who are identified at a 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 and the action to take should a child go missing. The protocol is agreed between all stakeholders and it is also reflective of the Runaways Protocol in place by funding authorities.

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.

Safeguarding Children and Young People

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

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 Trust and Local Authority Designated Officer.

All new staff are recruited by managers who have undertaken "Safer Recruitment Training" which is the nationally 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 meet the criteria set out in the DfE Regulated Activities for Children Guidance. 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 centrally 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.

'My Keeping Safe Guide' has been devised and will be displayed / provided to young people at Wilsic Hall School. The booklet provides an easy read guide to keeping individuals safe. It includes Abuse, Bullying, Sexual Exploitation and E safety.

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 are BILD accredited. We use PROACT-SCIP (r) UK and Therapeutic Crisis Intervention (TCI). All behavioural techniques and interventions are supported by our internal accredited trainers and assessors and our Therapeutic 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 receive regular refresher training.

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

We work to the Mental Capacity Act 2005 Code of Practice and our Positive Behaviour Support approach is based on the DFE "Positive and Proactive Guidance (2014). Where necessary we will 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 Hesley Group Positive Behaviour Management (PBS) policy and guidance, including our Restrictive Interventions Reduction Guidance, for is available on request.

Leadership and Management

Name and address of registered provider:

Hesley Group Ltd
Hesley Hall
Tickhill
Doncaster
DN11 9HH

Tel: 01302 866906
email: enquiries@hesleygroup.co.uk
Fax: 01302 861661
Web: www.hesleygroup.co.uk

Company no. 2665377

Responsible Individual – Sue McLean – RN, MBA

Wilsic Hall School
Wadworth
Doncaster
DN11 9AG

Tel:01302 856382
Fax: 01302 853608
email: sue.mclean@hesleygroup.co.uk

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

Registered Manager – Patricia Gregory.

Care Services Manager Patricia Gregory – CQSW.

Wilsic Hall School
Wadworth
Doncaster
DN11 9AG

Tel:01302 856382
Fax: 01302 853608
email: trish.gregory@hesleygroup.co.uk.

Trish joined The Hesley Group in March 2020, as the Care Service Manager. Trish has an extensive work history which commenced in 1987, as a senior houseparent for a Local Authority children's home for children with learning disabilities and complex needs, following this Trish went onto complete her CQSW in 1992, returning to the Local Authority as a Social Worker, primarily for children and families her work gave her an excellent understanding to the roles and responsibilities and legal framework which underpins the work also within this roles her main responsibilities was working with

families within the community, children who were "Looked After" in a variety of residential settings, foster care, children's homes, secure environments and placing children for adoption. Areas of practice experience include; assessment and delivery of care packages and resettlement planning, court work and intervention, core assessment, development and implementation of intervention programmes, behaviour management intervention planning/ evaluation and staff training and development. In 1998 Trish worked for a small provider as their Group Service Manager/ Registered Manager of a 7 bedded children's home and overseeing 8 smaller children's homes, and brought these homes through the registration process. Trish worked with children with Social, Emotional, Behaviour difficulties for 8 years, following this she worked for a large care provider as their Regional manager for 12 years, working across all the services, and also under this role in Southern Ireland, overseeing 2 homes, she was a designated trainer following this I was a responsible individual and Regional manager for a provider and oversaw 6 specialist homes, due to restructure the post was made redundant. In 2017 I became Responsible Individual and Quality Manager; this was a service for 20 children with a learning disability and complex needs. As part of this role I was a designated trainer, and was strategic in the development of the home and services. Prior to commencing work at The Hesley Group, I worked for a large provider as their regional manager and responsible individual, overseeing a number of children resources with Learning disabilities and health needs

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 knowledge, experience and training to good use to shape and model the service along with the management team.

Geoff and the 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.

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

Practice Lead Emily Hicks BSC Learning Disability Nurse, Generic Social Work. Emily has previously worked in the care sector before gaining her nursing qualifications. She has worked in a number of settings prior to joining Wilsic Hall in September 2020.

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 recording 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 operational management 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 Management Meeting notes
- Any safeguarding referrals and action plans
- School Development Plan
- JCC (employee forum) meeting notes
- Quality assessments

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.

Structure of the service

Staffing

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

Care Services Manager x1

Practice Lead x1

Care Managers x3

Deputy Care Managers x3

Night Team Managers x1

Team Leaders & Night Team Leaders x14
 Support Workers (Day and Night) x96
 Relief staff x13
 Education Staff x13
 Rota Manager x1 (Shared with FHS)

A Rota Manager has been introduced to Children’s Services to look at recruitment and retention of staff. He works in consultation with the Recruitment Manager, HR Business Partners for The Hesley Group and also the Registered Managers in children’s services.

Education Team

The teaching and learning team consists of a mixture of class teachers, lecturers 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. Supervisions with individual staff take place on a termly basis.

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 Core and Administration team are supervised in line with Hesley Group Policy once every 3 months.

Staff Qualifications.

Role	Number of staff	Overview of Qualifications
Practice Lead	1	BSC Learning Disability Nurse, Generic Social Work
Care Manager	3	NVQ3 CCYP, D32, D33, V1, NVQ4, NVQ 5 Management, TCI instructor, RMAward,
Night Team Manager	2	NVQ3 CCYP, D32, D33, ILM 3 Management, NVQ4/5 Management
Deputy Care Manager	3	NVQ3 CCYP, D32, D33, ILM 3 Management, NVQ4 Management. NVQ Level 4/5

Team Leaders (days and nights)	14	NVQ 3, D32, D33, ILM 3, ILM 4
Support Workers Including Assistant Psychology Support Workers (days and nights)	96	NVQ3, Health and Social Care Diploma – or working towards.
Education Teachers and Teaching Assistants	13	B.ED, SipED, PGCE, BA Hons Education, Ad Dip, Advanced Certificate in Education

(Please see appendix A at the back of this booklet for staff structure).

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 therapeutic team consists of:

- Clinical Psychologist
- Assistant Psychologist (Clinical)
- Assistant Psychologists (Support)
- Behaviour Therapist
- Occupational Therapist
- Speech and Language Therapist
- Therapy Assistant
- Visiting Psychiatrist

The Multi-Disciplinary Team 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 MDT 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.

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. At Wilsic Hall School an induction programme is provided in service 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
- Autism
- Epilepsy
- Medication Awareness
- Autism Awareness
- TCI Trainer 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 Health and Safety

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:

- 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

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).

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 arm's 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:

- Six monthly Regulation 45 audits.
- MDT reviews for students ongoing rolling reviews.

- Internal monitoring and audits
- 3 monthly Operations Director audit
- Sample audits undertaken throughout the month
- Regulation 44 visits are undertaken monthly by an Independent Person
- Quality assessments
- Catering audits
- Night visits
- External Monitoring visits from placing authorities.

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 provided by the service. This information consists of: -

- Area Condition reports
- Compliments / Complaints
- Medication errors
- DoLSs information
- Notifications
- LAC Reviews

Support Planning

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 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
- 10-19 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 referralsenquiries@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 Therapeutic 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

This is something that we would not agree to unless under exceptional circumstances. We acknowledge that in times of crisis the information we receive may be reduced but we would always insist upon an assessment before admission. We would need to be confident that we could meet the needs of the individual before agreeing to the admission.

Short breaks

Currently we do not provide this 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.

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 e.g. 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 e.g. 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.

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.

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.

Anne Longfield OBE is the Children's Commissioner for England. Information to support rights and inclusion for children including those living in residential education and care settings may be accessed at 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. Hesley Group has adopted the national Accessible Information standard 2016.

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.

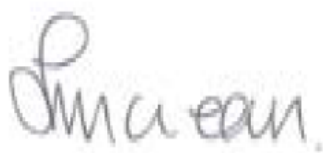
The Hesley Group commissions an advocacy service on behalf of the children and young people through a national advocacy organisation, alongside this we also commission advocacy on an individual basis this enables every young person to have access to an independent advocate to support their wishes and 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 gather the views of the individuals at Wilsic Hall School for each MDT meeting, using the method most appropriate for that individual. These are shared in each meeting so that the individual has input into the review of their own care.

There is an active children and young people's Council which endeavours to meet 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.

Responsible Individual - Sue McLean



Date 7th March 2021:

WILSIC HALL SCHOOL STAFF STRUCTURE

