

# Statement of Purpose

Robert Ogden School  
Thurnscoe House and Thurnscoe Studios  
Residential Special School



*To live and work together to share opportunities for learning in a school that is innovative, well-resourced and offers high quality teaching and care.*

**2021**

Updated-April 2021

Updated -September 2021

Update – November 2021

Updated – January 2022

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## **1. Aims, Registration and our Objectives**

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### **The Aim of Thurnscoe House and Studios**

The aim of Thurnscoe House & Studios is to offer each child/young person a planned education and care programme, appropriate and individually tailored to enable them to fulfil their potential and prepare them for life after school.

### **Our School's Vision Statement**

To live and work together to share opportunities for learning in a school that is innovative, well-resourced and offers high quality teaching and care.

### **Our Registration with Ofsted**

Thurnscoe House & Studios is registered with The Department of Education {DFE} as a Residential Special School and is subject to the National Minimum Standards for Residential Special Schools. We are registered to work with up to 10 young people per day both boys and girls, who have a primary diagnosis of Autism aged between 8 and 19 years of age. All young people who join the school will have an Education Health Care Plan (EHCP). Both services can offer either a 38 week placement or flexi boarding Monday to Friday during term time to children and young people who access the Robert Ogden School for their specialist education. Flexi boarding is also available six weekends per year and four weeks of the school holidays to children who already access the service.

Referrals and admissions can occur throughout the year. Families may request informal visits or the young person's Local Authority may enquire or apply formally.

Our admissions procedures offer a planned and structured transition for young people into the service and this will be designed to meet requirements and requests from the young person and the people around them. For this reason we are unable to consider emergency placements.

### **Values and Objectives**

We recognise that for some young people living within a family is not always possible, and that staying in a residential school can be the most appropriate alternative. Therefore, Thurnscoe House & Studios objectives are to provide:

- Opportunities for each child/young person to learn and grow and make informed choices about their future so they can eventually reintegrate into the wider community
- A physically and emotionally supportive residential environment within established boundaries for the young people we support.
- Respect and dignity for each and every individual regardless of their race, gender, cultural background, Sexual Orientation or ability.

- A caring, nurturing and stimulating environment that enables young people to reach their potential, building on strengths and celebrating individual achievements, whilst taking all reasonable measures to minimise the risk of harm to self or others.
- A safe environment, free from abuse in its many forms, including bullying and any behaviour that is disrespectful of the individual or groups of individuals or their family or community.
- Individual education packages for each young person, which will offer them the chance to maximise their future life choices.
- A working partnership with each child/young person and in co-operation with other agencies in order to provide a continuity and consistency of care that will benefit the young person as a whole.
- An open and honest learning environment for all young people and staff

## **2. Facilities and Services Provided**

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### **Our Location**

Thurnscoe House and Thurnscoe Studios is a single service which is delivered in two buildings on the school site.

Thurnscoe House is a six bedroom property with en- suite bathrooms and its own garden. The house is a two storey building and designed with a ground floor bedroom to accommodate a child that may have difficulties accessing group living on a full time basis. The facilities within Thurnscoe House include a recreational lounge, a craft/homework room, a kitchen, one cloakroom, a laundry room, and a large garden. There are televisions, games consoles and iPads available for homework and leisure.

Thurnscoe Studios is a single storey building with its own garden which has been developed to provide young people with the opportunity to develop their independence further, in preparation for future placements. This service works closely with the school's Inclusion Hubs and therefore is able to offer specialist support to young people with a Pathological Demand Avoidance (PDA) diagnosis or young people who respond positively to this specialist practice. The home has a central recreational lounge, central kitchen and four studio apartments. Each studio has a sleeping/living area, en-suite and a kitchenette.

Each House has access to the school playground sports hall and football pitch.

Children have the opportunity to personalise their bedrooms or studio with paint colours, soft furnishings, photographs, posters, pictures and personal possessions. We will endeavour to ensure each child using our flexi boarding uses the same bedroom, however as bedrooms will not solely be allocated to one individual the home will make sure personal effects are protected and secure once the child leaves the service. Items will be put back in place, prior to them returning for their next stay.

## **Electronic or Mechanical Means of Surveillance**

The residential accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons in the form of a keypad or proximity fob system on the front door. The CCTV coverage does not intrude on children's privacy and cameras are directed to cover the grounds. The service has its own risk assessment which covers access within the building. Some young people may request to be allocated a door fob to enable them to egress the service once a comprehensive risk assessment has been carried out and parental permission obtained. There are two open doors one in Thurnscoe Studios and two in Thurnscoe House that are left open throughout waking hours to enable the children to leave the service should they wish to do so. These doors are secured at night to prevent intruders.

Both services have some accessibility restrictions, for example there are locked doors to the medical room, sharp knives are locked in a safe, some cleaning products are kept in a locked cupboard and the front doors have an electronic fob. Each child has a Restriction of Liberty Review which highlights restricted access for the individual.

Children with Epilepsy may require an audio monitor to be in their room during sleeping hours to enable night staff to hear if they are having a seizure. This is recorded on the child's individual risk assessment and parents have given written consent.

Social workers where relevant have also been made aware.

## **COVID-19**

During the COVID-19 pandemic further cleaning products have been purchased for staff and child use. Due to this the staff office and staff toilets are now kept locked for the safety of all children.

## **Facilities and Services**

The School has a Personalised Support Team (PST) consisting of one Highly specialised Speech and Language Therapist, one Speech and Language Therapist and an occupational therapist. The school has a senior educational psychologist who is working on a consultancy basis. Two Communication Coordinator's and two Behaviour Coordinator's. The PST support the residential teams on a regular basis through offering specialist support, resources, advice and guidance, and support the review of Communication Profiles, Sensory Profiles and Individual Behaviour Support Plans.

### **3. The Organisational Structure**

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#### **Leadership and Management**

The School and its associated care provisions employ approximately 265 staff and operates a management model with clear responsibilities on strategy and operational management. The use of relatively flat hierarchies provides improved communication with and monitoring of staff.

The Principal Lorraine Dormand leads the Senior Leadership Team, which consists of: Deputy Principal, Senior Speech and Language Therapist, Registered Manager, Head of Care, Business and Finance Manager, Human Resources Manager, Well-being and Safeguarding Manager and the

Facilities Manager. The team meets formally once a week during term time to discuss a variety of matters including policy, learning & development, welfare and incidents.

Safeguarding children is timetabled each month and the meeting comprises of the Principal and the Designated Safeguarding Leads to review the Safeguarding Database. Thurnscoe House & Studios will also alert the Responsible Individual each half term of any concerns that have been raised and logged on the database. Thus the Responsible Individual is able to check and challenge decision making.

All staff have access to CPOMS to record any incidents or safeguarding concerns.

<b>Name</b>	<b>Job Role</b>	<b>Qualifications</b>
Lorraine Dormand	Principal	BEd, NPQH DSL
Jon Mount	Deputy Principal	MA, BA, PGCE DSL
Gael Hawley	Senior Educational Psychologist { <i>Consultancy basis</i> }	PGCS, BSc (Hons) Psychology, MSc Educational Psychology, DEdPsy. Chartered Member of the British Psychological Society, Registered with the HPCP
Laura Wardle	Highly specialised Speech and Language Therapist	BSc Psychology MedSci Clinical Communication Studies RCSLT and HCPC registered
Hannah Smith	Head of Care Thurnscoe House and Studios	B.A (HONS) Applied Social Sciences Level 3 Diploma in Children and Young People's Workforce Level 3 Management Working towards Level 5 Diploma in Management DSL
Emma Knott	Registered Manager at Clayton Croft	Advanced Diploma in Health and Social Care Children and Adults. Level 3 Diploma In Childcare, Person Centred Planning Facilitators award. Level 5 Diploma in Leadership and management. DSL
John Green	Business and Finance Manager	BA (Hons), PDPM, GDL, MCIPD, TDLB D units 32/33/34, NVQ 2 in IT.
Jenny Martin	HR Manager	Chartered MCIPD
Sean Keavey	Facilities Manager	NVQ 4 Management, ONC in Engineering,
Lynne Taylor	Quality and Compliance Manager	CSS, NVQ 4 Management, PQ1 – Post Qualifying Qualification, C & G Management for Care DSL
Sara White	Well Being and Safeguarding Manager	Certificate in Education, CMI Level 5 NVQ Diploma in Management (QCF), SVQ 4 Health & Social Care DSL
Lizzie Carolin	Highly specialised Occupational Therapist	BSc Hons Occupational Therapy Sensory Integration Practitioner (Level 3) Therapeutic Listening

## **The Organisational Structure of Thurnscoe House and Studios**

The structure of Thurnscoe House and Studios consists of:

Head of Care

2 Team Leaders, 3 x Senior Support Workers (Shift Leaders)

Sufficient Support Workers to staff all our shift needs

{Awaiting recruitment for a Senior night waking and a Senior on a morning, and support workers for the AM and PM shift.}

Awaiting a member of staff to take on additional responsibilities as the service's Safety Action Group representative {SAG}.

We use part time staff or staff from the school to fill shortfalls in staffing. In circumstances when we are unable to cover staff shortfalls by familiar school staff we use agency staff. These staff will be from specific agencies and detailed requirements are given to ensure the children and young people receive the best possible care. We aim to use the same agency staff on each shift to provide consistency for the children and young people.

Our shift times are as follows; mornings 07:00 -10:00, afternoons 14:15 – 22:15 and night waking 22:00 – 07:15.

We currently have 7 staff qualified to Level 3 in Children and Young People's work force, 6 staff are working towards this qualification while others will be enrolled on completion of a successful probationary period.

The Head of Care has completed a Level 3 Management Qualification and is also working towards completion of the level 5 Diploma in Management. One Team leader is working towards her level 3 Management Diploma.

To enhance knowledge further both team leaders are awaiting Safer Recruitment Training and DSL training.

In the absence of the Head of the Care the team leaders will deputise until their return. Members of the Senior Leadership team will also be made aware.

### **4. Admissions Criteria and Transition**

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Our admissions procedure encourages parents/carers/authorities to visit the school for an informal visit and to view the facilities.

Applications for day placements, 38 week residential placements, flexi boarding or 52 week residential placements are made in writing. Either by the Local Authority, Health Authority and/or parent/carers. Upon receipt of a request for placement, together with relevant documentation the admissions procedure will commence.

Thurnscoe House and Studios work alongside the school to ensure there is a planned assessment and transition. During the assessment careful consideration will be given to the compatibility with the current cohort of either Thurnscoe House or Thurnscoe Studios. Regard to chronological age, developmental age, interests, impact on others and wishes of the young person and their parents/carers will all be considered before a place can be offered.

Transitions are tailored to each child's specific needs and these are discussed with parents, Social Workers, Teachers and wherever possible the child themselves.

Thurnscoe House and Studios no longer use a standard format for the children's guide as all our children receive an individual document that is tailored to their specific requirements. This document is available in a written, symbol or pictorial format. Children are also encouraged to visit the service to meet staff and young people and become familiar with the new environment prior to admission. Children have access to contact details of the Responsible Individual, Children's Commissioner and Ofsted should they wish to contact someone outside of the residential provision and educational establishment about concerns or problems during or after their transition. ChildLine contact details are available in the children's staying safe books as well a photograph and contact details of the Freelance Consultant Appointed Visitor who visits both services every half term.

The child's placement is reviewed from the time of their admission and on-going assessments are carried out by the Speech and Language Therapist, Behavioural Support Team, Residential Staff Team, Occupational Therapist and Class Teacher. The placement is formally reviewed after eight weeks. Thurnscoe House and Studios review the young person's placement within four weeks of admission through an internal Placement Review Meetings. During this process the child's developmental needs are assessed through their EHCP and liaising with class teachers and parents/carers. Meetings also take place in regards to any amendments made to their Individual risk assessment.

## **5. Arrangements for Children's Health and Wellbeing**

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Our Safe Management of Medication policy enables all staff involved in the management of medication to practice safely and consistently, and to meet current guidelines for best practice. After successful completion of on-line learning, staff administering medication will complete a competency based practical assessment.

Thurnscoe House and Studios has three members of staff trained to undertake medication competency assessments on staff.

The service has 4 Senior staff who are trained to administer.

All support workers receive thorough witnessing training before they are able to support the administrators.

The children's Medication is audited daily, weekly and Termly to ensure best practice at all times.

Selected staff within the school and residential services have a First Aid at Work Certificate. Other staff have received Emergency First Aid training. Thurnscoe House and Studios have a risk assessment to cover first aid within the home. The school has a designated medication coordinator who administers all medication and first aid treatment within the school. The medication co-ordinator liaises with medication administrators at Thurnscoe House & Studios to ensure all relevant permissions and updates are received. The medication coordinator also updates medical information and homely remedy permission forms annually.

Thurnscoe House and Studios has a support worker who is trained in Mental Health first aid.

{Awaiting a member of staff to enrol and complete paediatric first aid}

{One Team leader enrolled on paediatric mental health first aid}

Two waking night staff are responsible for ensuring all first aid boxes are fully stocked and readily available.

Thurnscoe House and Studios use the local GP or A&E Departments for children's medical treatment during their stay on a temporary residency system. All other medical issues are managed

by parents. Records are maintained of medication and first aid. Every child within the home has a health plan which records all relevant information. Further to this, staff at Thurnscoe House and Studios monitor sleep patterns, weight, food and fluid intake of each child. Should there be any dramatic change residential staff can liaise with the class teacher and catering co-ordinator to implement plans across the whole day.

Each child has individual Health Plan which documents current health requirements including any emergency protocols for allergies, or epilepsy.

We also have an allocated Team Leader who oversees the health and wellbeing of all children and monitors closely with the support of all staff.

The Team Leader follows the Diet Nutrition Food and Drink schools and children's services policy which complies with the Education (Nutritional Standards and Requirements for School Food) England 2007 and the Eatwell Guide which is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet.

### **Provision and Preparation of Food and Drinks**

The aim of our policy is to promote a good diet, but do recognise that some foods may be a source of difficulty for some individuals with Autism e.g. self-restricting diets and sensory difficulties. A healthy range of nutritious, varied, balanced and attractively presented foods will be offered at every mealtime with opportunities for choice. Staff will encourage balanced healthy choices through offering a variety of foods and using different cooking methods in order to help children and young people find food they enjoy.

Ingredients and menus will take into account cultural, medical and religious requirements, and sensory needs where possible. Preferences will be respected and accommodated. Any special diet or a change in need will be provided in consultation with a multidisciplinary team.

For example, one child has a visual snack board where he chooses preferred snacks at two separate times and then chooses a main meal.

Two young people take part in shop cook and eat.

The children choose what meals they would like from either PECS symbols or actual photos of foods that have been cooked, this is to enable each child to make definitive person centred choices. The children within Thurnscoe Studios are encouraged to shop for some meal choices and prepare meals with staff support.

The school Catering-Coordinator monitors all of the schools premises to ensure they are offering a healthy, nutritional, well-balanced, wide and varied diet. All meals are freshly prepared on site, using high quality meats, dairy, fruit and vegetable produce from reputable wholesalers. A strict system of Hazard Analysis and Critical Control Points (HACCP) is in operation. All premises are registered with Local Authority Environmental Health Department and are regularly inspected. The School Catering-Coordinator orders all Halal meat from a certified Halal butcher, the service has a copy of the butcher's certificate on site.

Children at Thurnscoe House & Studios access a diverse range of food as each young person has different requirements, for example we have children, who are on a Gluten free diet, intolerant to certain foods and other children who will only eat certain foods if they are cooked to a certain texture and presented a particular way.

All Halal meat is sourced from Morrisons supermarket a copy of the Halal business certificate can be retrieved from the schools catering and compliance co-ordinator

## 6. Arrangements for Leisure Activities and Extended Curriculum

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Due to the nature of autism, children at Thurnscoe House & Studios often need extra support in order to participate in activities and free time. Recreation and free time sometimes needs to be structured to encourage participation and enable maximum benefit from the activity. The activity programmes are planned to include each young person's favourite activity such as gaming sessions, exercise, baking, gardening, enterprise, and learning daily living skills. This may vary on occasions if a young person has expressed or requested a change.

Each young person is allocated a keyworker from each shift to ensure all their needs, wants and wishes can be met.

The service encourages the children to take part in enterprise and work alongside school to incorporate up and coming events and theme days whilst ensuring the children's cultural needs are accommodated.

The team also works closely alongside the children to make items to sell to raise money for different charities of the children's choice.

Programmes rotate on a two-week rolling rota. The variety of activities gives the children the opportunity to experience new environments or build new skills. For example, an exercise session could be parkour, dancing or a lake walk. Children are encouraged to take part in some aspect of the activity rather than refusing to participate. For example, a young person may go for a snack at the venue rather than taking part in the activity or may choose to watch a peer taking part; this may build on an individual's confidence to participate next time or they may be happy to continue to work towards their life skills by purchasing a drink.

Some children prefer to go out alone this will be discussed during the assessment period with the child's local authority this enables children who lack confidence to take part in activities which in turn empower them and help build self-esteem.

The programmes are modified on a regular basis to adapt to children's requests as and when they chose a preferred activity or show dislike to an activity.

The programme includes aspects of the curriculum. Enterprise is encouraged on a weekly basis; children make products to raise money for charities and then visit the charities.

Over the last 12 months the children have raised money for various animal charities as well as the RNLI and BLESSMA.

One child grew some bamboo and then donated it to Yorkshire Willdlife park where he got to visit and take for the red pandas.

Children make choices on activities by either using PECS's symbols or using actual photos of the activities or venues they would like to visit and take part in.

Children can make activity choices during full house meetings or one to one key worker meetings.

Extra display boards have been purchased to inform the young people of up and coming events, such as new releases at the cinema, a new restaurant or youth club or events such as pride.

These boards enable all children of all abilities to show an interest in things that may not always be accessible to them.

To ensure an extended curriculum is wholly embraced the Head of Care works closely with the Deputy Principal and Assistant Heads. The young people work towards outcomes identified on their EHCP. The Team Leader oversees the implementation of outcomes and tracks progress with the support of the management team. The Head of Care organises meetings with the Deputy Principal

and an Assistant Head at the school to discuss any changes to Curriculum and the educational progress of the residential children.

The Head of Care or Team Leaders will discuss parent's aspirations for their child at their Annual review.

To enhance the children's life skills, we are working with families on a parental target, this is something that parents/carers can choose and something they feel would benefit their home life. Some of the targets we have supported parents with include toileting, personal hygiene, learning ballet and road safety.

Team Leaders and keyworkers attend working together meetings with the assistant principals to discuss residential children and to reinforce a collaborative way of working.

## **COVID-19**

Due to the Covid-19 pandemic and the forever changing Government guidelines we have ensured that we can still offer our young people and their families a robust and safe service. With this in mind we have adapted our way of working to ensure each young person, staff and their families are safe and informed.

A letter of consent has been sent out to each parent to inform them of what external activities are available, the activities are in line with ease of restrictions set by the government. Due to this the four-week activity programme has been unable to go ahead as each child has different consent/permissions from parents.

The four-week rolling programme will commence once further restrictions are eased and management feel it is safe to do so.

The governments restrictive measures have also meant that some of the children's preferred activities have been unable to go ahead. The service has offered alternative activities such as nature walks, movie nights and wellbeing activities.

Since restrictions have been eased preferred activities have gradually been reintroduced to the children with parental consent and a thorough COVID-19 Risk assessment.

The Management team appreciate how difficult the current situation is for everyone but in particular people with a diagnosis of Autism and/ or learning disabilities.

Extra provisions have been purchased to enable the children to enjoy spending time indoors or on site such as a pool table, a bike and scooter, extra gardening products and provisions, board games, DVD's and arts and crafts.

The Head of Care has worked alongside one child who really likes gardening, the child has set up a question box where staff can leave plant related questions for him to answer.

The service contacted local businesses to see if they could donate items for the children to use during lockdown some of these items have included; a wooden bench for the children to paint and decorate, a bird table a pergola, a hedgehog house plus gardening tools and equipment.

A local mechanic has also donated tyres for the children to make planters or seats for the garden. Looking into the wellness of others during the Covid-19 pandemic we also contacted a nursing home in Lincolnshire and has enquired about the young people becoming a pen pal to one of their service users. The young people have all written letters to a lady at the home and all appeared to enjoy this and are looking forward to receiving her reply.

Continuing with our charity work the young people have chosen their own charities to raise money for including the Wonkey Donkey sanctuary in West Yorkshire.

The children are currently decorating pebbles to sell to raise money for the DEEP which they will visit and donate.

All minibuses are cleaned before and after children access them, all indoor resources are also cleaned after every use, each child has their own set of toys/ self-occupying items which staff ensure are cleaned at regular intervals.

As more restrictions ease we will begin to reintroduce more activities and update the activity programme.

## **7. Arrangements for Consulting with and Supporting Children**

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The school and residential settings are committed to full involvement by all people using our services. The school ensures children are able to make their views known, through the School Council, contributions to their Annual Review meetings, and questionnaires to people directly using our services and their families. Young people are also actively involved in the interviewing of potential new staff, the children can either choose to sit on the interview panel or can be filmed asking a question for the candidates.

Young people are consulted about their future wishes and these are relayed by the young person or on their behalf when they are approaching the time to leave the service. Residential staff work with the class teachers to facilitate an agreed transition plan and work alongside the child to develop an individualised Person Centred Plan.

Each young person has their own Staying Safe booklet which contains a personalised and individualised complaints form. They are supported by staff to understand and use the form when they have a concern. Staying Safe is regularly included within the activity planner and includes various topics which staff cover with the young people such as “bullying and keeping yourself safe and the NSPCC’S PANTS information. Staff are encouraged to complain on behalf of children should they recognise signs that a child is unhappy with any given situation.

If a young person was to complain the HOC would respond to the child with their actions.

Staff have also helped children to cover subjects such as Black lives matter, and social distancing.

In July 2021 we introduced hot topics where we support the children to learn about topics that are of interest to them this includes sexuality and bullying.

### **Children’s meetings**

Young people meet with their keyworker each week and cover their staying safe book or “how to complain” information. Some children will also meet with their peers or key workers to discuss any changes they would like to make to the service, or they may cover hot media topics that will help them stay safe.

Visuals are on display in each service of the maintenance worker and a description of what he does. This has been very successful with one child asking for staff to ring him as he wanted his door fixing and his bedroom decorating.

Children who wish to can have a personal diary where they can reflect on their week in residential or overnight stay. The children are encouraged to complete this with staff support or independently, this enables the children to tell keyworkers of things they have or haven’t enjoyed such as activities or meal choices.

If children struggle to take part in weekly meetings or individual meetings they are encouraged to use talking mats to express their likes and dislikes.

### **Menu choices**

Children at Thurnscoe House choose their favourite foods which are then incorporated onto a weekly menu. Children at Thurnscoe Studios prepare a weekly menu which is collated during meetings with their peers. New foods are introduced to add variety and new experiences. The menu also reflects the young people's cultural requirements and special diets. Festivals are also included within the menu. Children are able to refuse food and alternatives will be offered. Monitoring collated also impacts the menus, for example if children are regularly refusing food, the menu will be changed; or if a child is not within a healthy weight bracket, staff will meet with them to discuss adaptations to their menu.

Children are encouraged once a term to eat out at a food venue, where they will choose, order and pay for their meal, building confidence and life skills.

Due to COVID-19 and the restrictions that are in place eating out at a food venue has currently been suspended. Children instead are encouraged to find food choices from a menu and go to a drive through to collect the food. Some children are shopping for meal items and then preparing meals with staff support.

One child is dropped off a short walk away from a local chip shop and encouraged to walk to order and pay for her own food.

From July 2021 with parental consent children can access a restaurant or café if they request to.

### **Activity programmes**

Due to the nature of autism children at Thurnscoe House & Studios often need extra support in order to participate in activities and free time. Recreation and free time sometimes needs to be structured to encourage participation and enable maximum benefit from the activity. The activity programmes are planned to include each young person's favourite activity such as, gaming sessions, exercise, baking, gardening, enterprise and daily living skills. This may vary on occasions where a young person has expressed or requested a change or it's a special occasion such as a birthday or religious festival such as Diwali or Eid.

The Team Leader ensures the programme contains the different projects / themes that the children are working on such as Roald Dahl day, Genes for Genes day and the children's charity work.

The Head of care also works alongside school to ensure we are working together when covering theme days.

### **Inspections**

Ofsted inspects Thurnscoe House & Studios annually. The service is also inspected each half term by a Freelance Consultant Appointed visitor who is responsible for carrying out the Standard 20 visits. At every visit young people are given the opportunity to talk privately to the visiting adult.

Feedback is encouraged, listened to and acted upon. Both settings are committed to communicating with individuals in ways that are meaningful to them, to enable full participation.

Due to COVID -19 most standard 20 inspections have taken place either over the phone or via teams. Children have spoken to the appointed visitor over the phone.

Face to face visits have been reintroduced from September 2021.

## **Personal Possessions**

Staff will support and supervise children with support tools as appropriate to ensure money, important documents and valuables are stored safely. In the absence of suitable storage facilities the office safe will be used. Staff will ensure any individual who is capable of managing a door key or similar is encouraged to use this at appropriate times.

Children who bring pocket money into the service have a care plan in place as to how it is stored and how it is kept safe. All pocket monies are audited weekly or as and when the child brings money into the service or requests to take their money out.

In line with our policy "Bedrooms and Personal Individual Space of People We Support" an inventory will be made as part of the move into the home of all possessions and updated regularly. Flexi boarding children have an Inventory completed on every visit.

Children's clothing is colour coded to ensure it is returned back to the child after washing and ironing.

Our "Room Search Policy" seeks to preserve the privacy of all the people using our service to the greatest extent possible and is opposed to room searches in principle. Staff will not normally enter an individual's room without first obtaining the individual's permission unless specified in the Care Plan due to the nature of the autism spectrum disorder. Room searches will only be conducted in exceptional circumstances such as high suspicions of a resident hiding objects, or substances capable of endangering themselves or other people we support or violation of health and safety regulations.

## **8. Fire Precautions and Emergency Procedures**

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The NAS has a Health and Safety Manual and Disaster Policy which is implemented across all sites. All buildings and maintenance are managed by our onsite Facilities Manager who also leads the Safety Action Group meetings.

The residential settings have a fire risk assessment which complies with the regulatory Reform (Fire Safety) order 2005. All children are encouraged to participate in fire drills. Staff receive regular fire safety training, fire drills and evacuations. The fire risk assessment is regularly updated by the Facilities Manager.

All children are encouraged to take part in fire drills, this is discussed with them when their placement commences.

Fire drills are practiced with each new child to enable us to put the correct support in place should we need to evacuate.

The Head of Care has completed Fire Risk Assessment training.

## **9. Arrangements for Contact**

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Children and young people are encouraged to contact home in a variety of methods including telephone calls, e-mail and TEAMS. Parents can also visit children at the service, however we ask that this is arranged with the team to ensure other children in the service are not affected.

Parents have the opportunity to contribute to their child's education and care. They are kept informed of progress through link files, regular telephone calls, e-mail's, Statutory Reviews and My Progress Parent Review days.

All relevant staff are available for consultation either by telephone or personal appointments. Parents' views on the support of their child are formally sought through a pre-annual review form and quality assurance feedback forms sent out by the School.

Due to COVID-19 parents who are wanting to visit the service must have their temperature taken. This is discussed with parents prior to the visit taking place. All visitors must wear facial coverings unless exempt and follow social distancing guidelines at all times and follow good hand hygiene.

## **10. Arrangements for Dealing with Complaints**

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Our Compliments, Comments and Complaints Policy describes how feedback, which will assist in the continuous improvement necessary to achieve this mission and vision, must be handled, including:

- Receiving, responding to and following up formal and informal complaints
- Receiving and acting upon comments and practical suggestions
- Receiving, passing on and following up compliments and concerns

The staff team within Thurnscoe House and Studios encourage and empower the children to complain if they are not happy. This is taught by having one to one weekly meetings with each child. Thurnscoe House and Studios present the complaints policy in various formats within the service, along with contact details of the Children's Rights Commissioner and Designated Safeguarding Officers. Thurnscoe House and Studios have developed children's complaint forms to ensure they are accessible and relevant to each individual child.

## **11 Promoting positive Behaviour and Relationships**

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Our policy Behaviour Support in Schools and Children and Young People's Service implements a written policy on the definitions and principles behind positive and proactive behaviour support.

Children and young people with autism can behave in ways that hinder their development, restrict their social inclusion and adversely affect their education. In the school the aim is for children and young people we support to be accepted and integrated in to the community as far as is possible. To achieve this they have the right to a broad education that defines society's rules and expectations and to be taught to respect other people's rights. Teaching the children we support to

understand and respond appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Staff teams receive initial training and refresher sessions on supporting the nature of autism and aspects of resulting communication, social interaction, behavioural and sensory needs using the SPELL approach. In house training is also given on proactive and reflective behaviour support by the Psychology team. In addition all staff are trained and attend refreshers on Studio 3 techniques, which are non-restrictive and work to maintain low arousal approaches to behaviour support. Our policy Use of Restrictive Physical Interventions (RPI) in NAS Schools & Services outlines the clear procedures to be followed if a young person is displaying significant harm to themselves or others. Senior staff are alerted and records are completed of the incident. All RPIs are discussed weekly within Senior Leadership Team meetings.

The NAS also have a senior level RPI group which meet to analyse data across all school services. Restrictive Physical Interventions may be incorporated as part of Individual Behaviour Support Plans (IBSPs) with senior Studio 3 trained staff support.

Clear ISP's are developed in conjunction with support staff across school and residential to analyse the nature, function and resulting appropriate support strategies. Personalisation, motivation and proactive support are at the core of ISP's. If appropriate and with understanding young people may be on reward structures as part of their support plan. We do occasionally have young children who are greatly overwhelmed by the sensory overload presented within the environment; particularly in the school setting and can become extremely distressed by the level of stimuli presented. In this instance, we may carefully consider if a gradual reintroduction to increasingly greater areas is a better way to offer support. Any support plan which involves any safety or stress reduction aspects involving any kind of limiting of personal space or possible impact on liberty is done in conjunction with a clear internal and external multidisciplinary procedure and reviewed frequently.

Debriefing procedures are in place for all staff and personal wellbeing is supported and additional access to Health Assured Employee Assistance Programme. All children are supported, redirected and monitored if they have become involved in any kind of incident.

Within Thurnscoe House and Studios we are developing a debriefing talking book to enable the children to tell us how they are feeling.

Child complaints forms are available as part of the NAS Compliments, Comments and Complaints Policy and accessible for young people in either symbol or written format. This complements the NAS Anti-Bullying in Schools and Children and Young People's Services Policy. Children can take part in the School Council, which meets termly. Issues are linked back through the Deputy Principal and disseminated further as required.

## **12 Arrangements for Child Protection and Countering Bullying**

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The NAS Safeguarding Children outline the Society's policy. The Robert Ogden School Safeguarding Children Procedure outlines local protocol.

The Head of Care is one of the five Designated Safeguard Leads overseeing Safeguarding children within the Robert Ogden School and its residential services. Our lead is the Principal of the school. Our school's safeguarding system has recently been reviewed, implementing a system called CPOMS (Child Protection Online Management System) which enables our Nominated Individual to have access to all safeguarding/cause for concerns. We have also increased our team of

Designated Safeguarding Lead Assistants to ensure all concerns are dealt with appropriately and in a timely manner.

Within residential the Head of Care has undertaken various safeguarding related courses such as Contextual Safeguarding, forced marriage, FGM and Honour based violence and training on child protection conferences.

The management recognise that safeguarding is everyone's responsibility and believe it is of paramount importance that all staff receive advanced Safeguarding training as well as annual refreshers. We have recently booked senior staff and support workers on training covering subjects such as CSE, CCE and Safeguarding young people against gaming and gambling related harm. All serious or significant incidents are reported to our Nominated Individual. A weekly report on current issues of concern, incidents, and serious events is drawn up by the Nominated Individual and circulated to the NAS Senior Management Group and the Chair of EQDC who are able, if necessary to take appropriate additional action.

DSL'S meet weekly to discuss all safeguarding concerns with the well being and safeguarding lead and every half term residential manager's meet with the e-safety officers, IT technician and safeguarding and well being manager to discuss any online safety concerns. Safeguarding concerns are discussed weekly where relevant at SLT.

The Head of Care attends quarterly meetings with Barnsley Providers and services thus enabling the service to liaise with South Yorkshire Police and Education on local topics.

Due to COVID -19 these meetings have been unable to go ahead in person, the Head of Care attended them virtually. The Head of Care ensures they read the providers meetings to keep abreast of any localised concerns.

The Head of Care is a Designated Safeguarding Lead, other Residential Line Managers and some Support Workers have attended Barnsley Multiagency Safeguarding Children training. All staff receive regular updated training in Safeguarding Children and PREVENT. The policy is covered on a regular basis during staff meetings and Reflective Supervisions and quizzes to ensure the whole team are kept up to date with current guidance and knowledge.

The head of care recently arranged PREVENT training directly through the prevent and cohesion officer for Barnsley to enable staff to have a far greater understanding.

The Head of Care has arranged with a local police officer to visit the service and meet the children, the police officer will be delivering some bespoke training to the children on how to keep safe.

The service has a detailed location risk assessment in place.

Within Thurnscoe Studios the children and young people have access to a PC that is connected directly to the Robert Ogden School network and a game console in the communal lounge. Within Thurnscoe House the children access games on the house IPADS and on a Nintendo Wii.

The children within Thurnscoe House can access the office PC's should they request to with staff support. The services also have access to other tablets some of which are used specifically for Skype calls home. Wi-Fi connections are securely managed by the ICT Technician. Our ICT Technician is also able to support the team with specialised support and guidance to ensure children remain safe.

The IT technician works alongside the deputy head of care to produce e-safety risk assessments and plans.

Each child has a "Philomena protocol Missing from Care incident" which is sent to South Yorkshire Police Missing Child Officer. Our "Missing Child Policy" guides staff or volunteers of what to do if a child is missing. The Philomena protocols are completed within the first three weeks of a child accessing the service and are updated regularly to include changes of appearance/behaviour and areas the child may seek/access.

## **Staff Recruitment and Checks on Other Adults**

The NAS Recruitment and Selection Policy and our Safer Recruitment Policy is compliant with the Education (Independent School Standard, England) Regulations 2014, National Minimum Standards for Residential Special Schools, Keeping Children Safe in Education (published by the Department for Education) (KCSIE) statutory guidance, Safer Recruitment and the NAS Equal Opportunities and Diversity Policy. To this end all employees involved in recruitment and selection have a duty to take action to eliminate discrimination throughout the recruitment and selection process.

The Management at Thurnscoe House and Studios all take part in recruitment of staff, shortlisting and interviewing of new candidates.

One Team leader to be enrolled on safer recruitment training

## **Staff Deployment and Supervision of Children**

Staff work fixed hours, allowing for the formation of purposeful and effective relationships with children and providing a stable and nurturing environment.

Residential rotas will take account of individual time spent with the people we support, the completion of records, staff supervision and planning, the carrying out of care programmes, opportunities for adequate handover between staff and an on call provision. The residential settings will comply with the legal requirement that a record of all rotas actually worked be kept to demonstrate achievement of staffing levels throughout both day and night and that provision is made to ensure adequate cover during absences.

The residential setting has two team leaders who have suitable experience and is qualified to deputise in the absence of the Head of Care. The Head of Care has the responsibility of good practice and therefore her role includes mentoring and developing staff practices and highlighting changes that could improve current systems and monitoring the children's educational outcomes and Placement Plans, writing and attending the children's meetings and writing risk assessments all. We also have one Team Leader who is accountable for managing residential programmes, medication monitoring, menus and healthy diets.

The second Team Leader oversees the implementation of outcomes and tracks progress with the support of the management team.

All shift leaders have substantial relevant experience of working in the school and management experience. For newly appointed shift leaders we facilitate a buddy system and an on-call system. New shift leaders will also experience the morning shift and the afternoon shift and will be given ample time and support to read the children's paperwork. Senior staff and Support Workers are always encouraged and empowered to take on areas of responsibilities that meet their skill set.

Our "Conduct Management Policy" highlights the standards of conduct that are expected of all staff. This policy is a guide for both managers and other employees. Appendix 1 of this policy clearly outlines levels of authority within the organisation, school and home.

Staff at the home, are of both sexes and work set shift patterns to create continuity for the children. The home employs a morning team who work 7am -10am, an afternoon team who work 2.15pm - 10.15 pm, and separate night waking team who work 10pm-7.15 am.

When covering staff absence, we use Teaching Assistants from school who the children are familiar with again this provides consistency for the children.

If agency staff are required then the Head of Care requests agency staff who have worked at the service before for consistency for the children.

Our “Key Worker Policy” provides guidelines for Keyworkers when working with people with an autism spectrum disorder. The role of the keyworker is to be the named person or persons responsible for supporting the children on a day to day basis, and to offer support and guidance to the children and young people. Within Thurnscoe House & Studios the Seniors and Support Workers undertake the role of keyworker. Each child has an allocated keyworker on each shift, this is to ensure the children are supported effectively on a day to day basis; however, a child or young person may seek support from any chosen member of staff and may request a different keyworker which will then be actioned.

Staff work alongside children to develop individualised person-centred complaints forms that are tailored to meet each child’s level of understanding.

### **Staff Supervision, Training and Support**

This policy and its procedures provide a framework for the management, support and development of all staff working for the NAS. The policy is supported by the Learning and Development Strategy, the Learning and Development Policy, Support and Supervision Policy, NAS Competency Framework (and/or agreed Professional Occupational Competency Framework).

Thurnscoe House and Studios complete an annual appraisal in September and a review of these objectives in March. Any other Performance Management is addressed at the time. Reflective supervision has been implemented which occurs a minimum of four times a year or when necessary. In essence, the reflective supervision model will utilise the concept of self-awareness development through the SPELL framework and its underpinning values and, an awareness of the values of others which are central to the practitioner’s own developing identity.

The Learning and Development annual requirements of the service are forwarded to the School Development Co-ordinator and outlines key areas of priorities for employees at Thurnscoe House & Studios for the coming year. The training and development is incorporated into the Learning & Development Plan for the service, which serves as a pathway for turning strategy into a reality for all staff and those we support.

During COVID-19 a well-being reflective supervision was arranged by the Team Leader to gain the thoughts of the staff and how they were managing throughout the pandemic.

Team meetings occur every term or when required as well as full staff meetings which are usually organised for an inset day.

### **Monitoring by Independent Visitors**

Residential Special Schools receive six visits per year as required by regulations and standards. Visits will usually be announced in order to ensure the planned visit can be carried out. However visitors inspecting Residential Special Schools will need to ensure they comply with the, National Minimum Standards for Residential Special Schools 2015 and conduct some of the visits unannounced.

The Quality and Compliance Team will co-ordinate the distribution of reports to Service Managers and Principals. In addition, reports will be analysed, and the information collated will be used to improve services and the quality of life for the people we support.

Due to COVID-19 most standard 20 inspections have taken place either over the phone or via teams. Children have spoken to the appointed visitor over the phone.

Face to face visits will be gradually reintroduced for September onwards when safe to do so.

## 13 Equal Opportunities

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Due to the nature of the autism spectrum and other accompanying learning disabilities, particular attention will be focused on each individual's needs. This will allow all members of the school community the opportunity to develop to their full potential. All children will be entitled to a balanced, broadly-based and relevant curriculum, with a wide range of achievements celebrated. Young people will be made to feel that they are valued, that their identity is respected, and that their placement is a secure and welcoming environment.

Equal opportunities applies to all areas of school life, including residential services, classrooms, corridors, playgrounds, the canteen and staffroom, and encompasses management meetings, parents meetings and such like. The NAS advocates a whole school approach to equal opportunities, and aims to involve all members of the school community in its development and implementation.

To ensure the children have the opportunity to make informed choices they are provided with the resources to do so, such as choice boards and files. These are tailored to each child's preferred communication style.

## 14 Arrangements for Implementation and Review of Placement Plans

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The school has a School's Information Management System (SIMS) database consisting of young people's records. SIMS will be used to produce statutory and non-statutory returns, and information in support of planning, management, and the raising of school standards. The school uses the recommended core modules, which will record details of:

- o Personal information
- o Parental, professional, purchaser and emergency contact details
- o Special Needs information
- o Attendance records including exclusion Ofsted inclusion data
- o Photograph of pupil/student
- o Medical records including any dietary requirement
- o Review information

### **Placement Plans within Thurnscoe House & Studios are separated into six areas:**

- Working File – this contains an overview of support necessary for each young person along with joint education/residential plans as well as sections on key worker information and staying safe.
- Additional Information – contains health monitoring and multi-agency meetings including annual reviews, professional discussions, transition plans and any other relevant correspondence.
- Portfolio - holding all outcomes achieved by the young person, this document is used by the child when they leave to show all their personal achievements.
- Photographic Evidence File – Photographs and reports of termly activities and WOW moments and certificates.
- Contact File – contact with parents, carers, Social Workers and others

- Health care plans- These are currently being reviewed and developed.

**We are currently reviewing the names of the files**

Residential Managers will attend all statutory reviews and gather the views of the young person prior to the meeting. Each young person will be given the opportunity to attend their meeting if they wish to do so. The young person along with their parents, teacher, residential team and others around the child will review the plan in line with statutory requirements.

Children within residential are encouraged to contribute to there annual review meetings this can either be done be completing a question sheet or by using the IPADS to record their thoughts and feelings.