



The Robert Ogden School Children's Home

STATEMENT OF PURPOSE

CLAYTON CROFT

11th November 2021
Lynne Taylor 2021
New Registered manager in post November 2021
SOP Reviewed and updated January 2022
Emma Knott
Registered manager Clayton Croft

URNSC032154

ROBERT OGDEN SCHOOL CHILDREN'S HOME CLAYTON CROFT

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ROBERT OGDEN SCHOOL CHILDREN'S HOME CLAYTON CROFT

STATEMENT OF PURPOSE

Caring for children

1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care.

The intended age range of children and young people are 8 to 18 years of age inclusive. However, due to the close links with the school it is envisaged that some young people may be at the home until they are 19 years of age to ensure a smooth transition to an appropriate adult provision or alternative. All gender of children and young people are encouraged and welcomed to visit the home and where appropriate will be thoroughly assessed and invited to move into the Home.

The Home cares nurtures and supports children and young people with a primary diagnosis of Autistic Spectrum Condition and associate conditions such as learning disability, ADHD and mild to extreme physical challenging behaviours.

Some children/ young people have higher levels of supervision to enable them to stay safe whilst also providing opportunity to take part in external activities and new experiences.

2. Details of the home's ethos and the outcomes that the home seeks to achieve and its approach to achieving them.

The aim of the Home is to provide a positive, caring environment that promotes the development of the whole child and offer individual person-centred care within the SPELL framework.

The children are encouraged and supported to develop skills through a range of experiences. Emphasis is given to social and life skills, the development of recreational and leisure skills, group living and community involvement.

The child/young person's input is always encouraged and tailored opportunities for the child to contribute are in place following collaborative working with SALT.

Outcomes for children.

Children to develop independence and daily living skills.

This is achieved by staff involving the children in all aspects of their life. The children are supported to develop skills, through a range of experiences to enable them to live as independently as possible. This involves activities such as preparing snacks and meals, teaching the children and young people the importance of personal hygiene, shopping skills and budgeting.

Children and young people are actively encouraged to choose activities they want to take part in and are provided with the visuals to do so, the children have weekly key worker meetings where they choose activities and meal choices.

Some children and young people find choosing in advance difficult so they have been provided with a visual activity diary that contains pictures of their activities so they are aware of what is happening on a daily basis.

Staff know the children and young people very well and have strong positive relationships with them, when necessary staff will advocate on behalf of the child and will plan activities that they know provides fulfilment and enjoyment.

When the young people leave Clayton Croft at 19 years of age it is with the aim that they leave us as well-rounded individuals who have developed in all areas socially, emotionally and mentally and are ready for the next chapter of their lives.

Children to have their communication and social interaction needs met

The children at Clayton Croft are supported by a highly trained staff team as well as Speech and language therapists and communication assistants. Each child has a communication profile written by the Speech and language therapist which is developed from observation and direct work with the child/young person.

Before a child moves into Clayton Croft the management will undertake a thorough assessment of needs and will speak to parents and carers as well as professionals on how best to support the child's communication needs, once this information is established then resources are developed by SALT and staff to ensure the child has the tools they require to communicate effectively and make their needs known.

Currently at Clayton Croft some children communicate their individual needs verbally but also require written programmes of activities and menus, other children use PECS books and Makaton to communicate whilst one young

person uses a photo schedule that tells him exactly what he is doing and the staff who will be supporting him.

Food choices are also displayed in PECS, photo and the written word depending on the needs of each child.

Communication can be ever changing and as a registered manager I am always looking at ways to develop communication and provide opportunities for each and every child/ young person to develop.

Children to have their health and well-being needs met.

This is achieved by children receiving appropriate health care when unwell, an adequate and nutritious diet, exercise, immunisations where appropriate and developmental checks, dental and optical care and for older children, appropriate advice and information on issues that have an impact on health, including sex education.

Both area 1 and area 2 have two medical rooms where the children/young people's medication is stored safely, staff who administer medication have completed relevant training and undergone an assessment of knowledge and practice.

Health needs are discussed with parents/carers and the child's GP or appropriate medical professional, each child has an individual health care plan which is updated regularly in line with changes to a child's health and well being.

The night staff monitor the children's sleep patterns and intake of fluid and fruits and vegetables this is to ensure any concerns are addressed and actions to support can be implemented

Staff endeavour to safeguard the welfare of the children and make children feel safe and secure whilst in our care through a high standard of care, Risk Assessments and Safeguarding Procedures.

Children to access and enjoy education.

All the children attend the Robert Ogden School for their education.

Children are encouraged to discuss what they like and dislike about school and this is shared with the class teachers, Clayton Croft staff and school staff work very closely together to ensure a seamless service across both sites, regular meetings are held between residential and school to discuss the progression children are making academically. The child's progress is monitored through looked after children meetings and the child's annual review.

Children are encouraged and supported to complete contributions towards their annual review and to complete Ofsted questionnaires.

3. A description of the accommodation offered by the home, including: -

(a) How accommodation has been adapted to the needs of children cared for by the children's home.

Clayton Croft has been purpose built to meet the needs of Autistic children. This is reflected in the lighting provided, décor, corridors widths and layout.

The school employs a Facilities Manager and a team of maintenance staff who are highly skilled and able to adapt different environments to meet the children's needs.

(b) The age range, number and sex of children for whom it is intended that accommodation is to be provided.

The intended age range of children and young people are 8 to 18 years of age inclusive. However, due to the close links with the school it is envisaged that some young people may be at the home until they are 19 years of age to ensure a smooth transition to an appropriate adult provision or alternative. All gender of children and young people are encouraged and welcomed to visit the home and where appropriate will be thoroughly assessed and invited to move into the Home.

(c) The type of accommodation, including sleeping accommodation.

Clayton Croft comprises of a complex of two integrated areas and central recreation facilities such as a sensory room and an activity area. These areas are called area 1 and area 2.

Each area can accommodate up to four children of different gender up to 52 weeks a year, seven days a week.

Each area has a lounge, kitchen, dining area, bathroom and four en-suite bedrooms.

Both area 1 and area 2 have PC's so the children can play games, watch videos and complete homework where relevant, the internet usage is monitored closely by the school's IT technician and each child who likes to use the PC has an e-safety plan in place.

The service has recently purchased Disney Plus after this was requested by the children, again this is monitored very closely in line with the chronological age of the children who live at Clayton Croft.

There is a family room, for relatives visiting the children to spend time with their child.

Each child has their own bedroom which is equipped with a walk-in shower, wash basin and toilet, the children are actively encouraged to choose the colour of their room and their own bedding, towels and bath mats to ensure it

is personal to them. Some children choose pictures and posters for their walls whilst some have TV's and games consoles, each room is decorated with involvement from the child and if this isn't possible through discussion with parents/carers and the child's key staff.

For extra privacy each child has the option to lock their own door from the inside.

Children have their own locked cabinet where they can store valuables if they wish.

In the main office is a safe that children can store their pocket monies in.

There are certain restrictions in place within the home for the safety of the children, parents and the local authority {where relevant} have been made aware of these restrictions.

The activity lounge is a large area where the children can relax and watch TV or play board games, do arts and crafts or play on a games console.

Clayton Croft has a main kitchen that is currently under development to become a teaching kitchen, the idea of the teaching kitchen is to provide a space where children can spend time with family or friends from outside the home whilst also learning how to use utensils and cooking equipment safely.

The grounds offer a central garden with adventure playground equipment, sunken trampoline, courtyard and each area have a private garden. The children also have access to the main school playground, the sports hall and the football pitch.

4. A description of the location of the home

The home is on the grounds of the National Autistic Society's Robert Ogden School in the village of Thurnscoe, South Yorkshire.

5. The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the children's home.

Where desired by the child and / or family arrangements are made for children to follow any preferred religious persuasions.

Where certain diets or exclusions of foods from the diet are required the Home will make every attempt to follow these following medical or cultural advice.

All reasonable steps will be taken to enable children to attend their preferred place of worship.

The service tries to incorporate themed events to teach the children about different cultures and religions this can take place through joining activities with the school for a planned theme day, learning about different foods to

encourage the children to try new things and celebrating events such as Diwali and the Chinese New Year.

6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy

If a person has a complaint about the home they should contact

Emma Knott, Registered Manager
emma.knott@nas.org.uk

01709 870720

The complaints policy can be accessed on the Robert Ogden School's website

www.robertogdenschool.org.uk

Or by phoning the telephone number above to request a copy

7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy

The Safeguarding children and the behaviour management policy can be accessed on the Robert Ogden School's website.

www.robertogdenschool.org.uk

Or by phoning 01709 870720 to request a copy

Views, wishes and feelings

8. A description of the home's policy and approach to consulting children about the quality of their care.

Due to each individual's needs, cognitive ability and sensory diet at times it can be difficult to gain the child/young persons opinion on the care and support they receive, however the staff supporting the children know them very well and are able to advocate on their behalf.

Children participate in keyworker meetings where they make independent choices on meals and menus and activity choices.

The Speech and language therapy team also produce individualised communication boards, PECS books and social stories to enable the children to understand what is being asked of them.

Most children living at the home have schedules in place to inform them of what activities they are taking part in as well as meals. Schedules are tailored to each child.

For example, some are written, some are in photograph format, some PECS symbols and some children use now and next boards.

The registered manager will be introducing work to the children on how to recognise emotions so that they are able to inform staff if they are happy about activities and food and also to enable staff to support the child before emotions can escalate into an incident.

The Registered manager will also be introducing individualised pain charts to each pre-verbal child so they have the opportunity to inform staff of when they feel unwell and what and where hurts.

SALT provide the children with questionnaires to complete for annual review contributions, alongside these the Registered manager wants to introduce the use of video evidence to show the children taking part in activities, making choices and having fun this is in the hope that it will again showcase the children consulting about their care and support.

The following approaches are used to enable children to make their wishes and needs known:

- Choice boards/ Activity boards/Now and next boards
- Annual review contributions
- Individual meetings with their Key Worker
- Introduction of emotion keyrings/charts
- Introduction of video evidence
- Introduction of pain charts
- Introduction of visual activity programmes to gain the child's opinions

9. A description of the home's policy and approach in relation to: -

- (a) anti-discriminatory practice in respect of children and their families;

Employees of the NAS shall not discriminate against any person we support or their families on the grounds of race, nationality, age, beliefs, sexual orientation, or social standing and shall work in such a way as to give equal opportunity for each individual to achieve the maximum benefit and potential consistent with respecting the dignity and value of fellow human beings.

- (b) children's rights

The home's policy is to protect and promote the physical, emotional and social well-being and rights of children. This will be achieved by a proactive approach in upholding the rights and entitlements of the child and to prevent possible abuse, neglect or inappropriate treatment wherever possible Children are entitled to the rights laid

down in the UN Charter for Human Rights included in the "Charter for Persons with Autism", Autism-Europe Congress 1992.

Education

10. Details of provision to support children with special educational needs.

All of the children have an Educational health Care Plan (EHCP) that outlines how their special educational needs will be met.

The children currently all attend the Robert Ogden School for Autistic children run by the National Autistic Society. All staff in Robert Ogden School and residential services are specialists in supporting social, life skills, communication, emotional wellbeing and behavioural needs as experienced by many of our young people on the Autistic Spectrum.

Where additional assessment, training or support is required staff have access to the Personalised Support Team. The team consists of an Educational Psychologist, Behaviour Co-ordinators, Speech and Language Therapists, Communication Co-ordinator, Occupational Therapist, First Aider, IT Co-ordinator, Studio 3 trainers, people handling trainer, Training co-ordinator and Catering Co-ordinator.

The team are an integral part of the school linking with staff informally and proactively through school and residential provisions.

Members of the Personalised Support Team are actively involved in the child's care and support outside of the normal school day.

11. If the home is registered as a school, details of the curriculum provided by home and the management and structure of the arrangements for education.

Not applicable.

12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote the children's educational achievement.

Children attend the Robert Ogden School, Clayton Lane, Thurnscoe, South Yorks.

The Home seeks to offer a range of books, DVD's and Internet access to help the children complete their homework. There are several areas where homework can be undertaken.

The children may have joint targets with school. Staff have close links with the school.

Enjoyment and achievement

13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills

Due to the nature of autism children at the Home often need extra support in order to participate in the above. Recreation and free time need to be structured to encourage participation and maximum benefit from the activity, weekly programmes of activities both within the Home and in the wider community are provided. Staff seek to ensure that programmes are broad, balanced and reflect the needs of both the group and individual and allow for free time and choices.

Health

14. Details of any healthcare or therapy provided, including –

- (a) Details of the qualification and professional supervision of the staff involved in providing any healthcare or therapy; and

There are no staff involved in providing any healthcare or therapy

- (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed

The Registered Manager supported by senior staff is responsible for ensuring that the health of each child is promoted and maintained and that records regarding health are maintained.

Staff receive training in administering medication.

A number of staff within Clayton Croft have a full three -day Health & Safety- first Aid Certificate. Other staff have received basic First Aid training. All children who are at the Home 52 weeks are registered with a local GP, Optician and a Dentist. Regular health checks including dental are carried out.

Records are maintained of all visits to hospital, doctor, dentist etc.

Records are maintained of medication and first aid given. Any illnesses are recorded.

The storage, giving and recording of medication is monitored by the Deputy Manager.

Positive relationships

15. The arrangements for promoting contact between children and their families and friends

Any restrictions on contact between the child and those significant to them will be detailed in the placement plan and must be strictly adhered to.

The following procedures are in place to enable and encourage the child to remain in contact with those significant to them. It is the right of the child to remain in contact with those significant to them and due to differences in communication and social understanding of Autistic children staff will usually need to provide encouragement and facilitate this.

Some children receive weekly visits to the home, some children have overnight stays at home whilst others meet out of the home for meals out. One child has regular telephone and email contact with his parents whilst another has fortnightly video calls.

Staff continue to share ideas with families on how to ensure contact goes ahead and to promote positive relationships between the children and their families and friends.

a) General

Contact may take any of the following forms:

- By telephone

A comfortable and private place is provided and staff are able to be present if requested by the child, or if the child needs support to make and maintain the call.

By letter

Where the child is able they are encouraged and supported to write or send pictures, photographs etc. to those significant to them.

Any letter addressed to a child is passed in an unopened envelope (after entry is made in the mail received book). Staff will only open letters if restrictions on contact apply and are detailed in the placement plan. Where appropriate staff will support the child in reading the letter or have it read to them. Staff are aware that all information in letters is confidential to the child unless there is cause for concern.

Visits Home

Parents / carers are encouraged to plan for the child to visit home well in advance of the visit this is to ensure the home has resources in place such as social stories to inform the child of the visit and to ensure adequate staffing is available to support. Late arrangements will be facilitated whenever possible.

Staff ensure that they have clear details of the day and time the child is expected to return.

b) Visits by Parents

- Parents are encouraged to let staff know when they are planning a visit to ensure that the child will be at the Home.
- Unannounced visits are facilitated wherever possible.
- The parents and child are provided with a private and comfortable place in which to see each other.
- Staff offer support to parents to ensure that the visit is as enjoyable for both parent and child as possible.
- One child has teams visits with his parents.

c) Supervised Visits

The Home will seek to offer supervision for visits where this is identified in the placement plan and arrangements regarding cost etc. have been made with the relevant Children's service department.

From time to time the Home may organise activities to promote contact between the child and those significant to them. All contact with those significant to the child is recorded in the Contact with Parents / Significant Others Book.

Protection of children

16. A description of the home's approach to the monitoring and surveillance of children

Electronic Keypad and magnetic devices, all of which unlock when the fire alarm is activated, are fitted to all external front doors. This is to stop intruders entering the building. The children have access to all areas of the building except the office, staff room, boiler room, main kitchen and medical rooms unless accompanied by staff. The garden and grounds are accessible during waking hours and children are actively encouraged to ask / use communication aids to go outside using the external doors.

Individual children may have an audio or camera monitor overnight to support with their health and care plan

17. Details of the home's approach to behavioural support including information about: -

- (a) the home's approach to restraint with respect to children accommodated there;

Through the implementation of the SPELL Framework and positive programming the Home seeks to keep to a minimum the occasions on which physical controls and restraint are used. Nevertheless, methods of physical control and restraint are required in order to protect the child, other children and staff from harm. The Home uses Studio 3 techniques

Restrictive physical intervention is used as a last resort and approaches used are in line with the BILD/NAS guidelines. The use of restrictive physical intervention is recorded on CPOMS (Child Protection Online Management System), an electronic system which is monitored by designated staff.

Restrictive physical intervention is only used in order to prevent or minimise injury to a child, or to prevent a child from putting themselves or others in a situation that could significantly endanger them. Restrictive physical intervention is also used to prevent a child from harming other children or staff.

Only staff that are trained in its use are permitted to use restrictive physical intervention or bespoke support. For more details of Behaviour Policies and the use of Restrictive Physical Interventions please see the Behaviour Policy.

All manner of physical intervention is closely monitored by the school's behaviour team and studio 3 trainers.

All manner of restraint is also discussed with the independent regulation 45 visitor.

- (b) How persons working in the children's home are trained in the use of restraint and how their competence is assessed.

All staff receive training in understanding behaviour and the use of restrictive physical intervention.

Initially staff receive 3 days training in Studio 3 techniques. This includes assessment at the end of the three days. Staff receive a refresher day every 15 months and this also includes assessment at the end of the day.

Leadership and management

18. The name and work address of –

(a) The registered provider

The National Autistic Society
City Road
London
EC1V 1NG

(b) The responsible individual (if one is nominated)

Lorraine Dormand (Interim)

The Robert Ogden School
Thurnscoe Lane
Thurnscoe

(c) The Registered Manager

Emma Knott

The Robert Ogden School – Clayton Croft
Thurnscoe Lane
Thurnscoe

19. Details of the experience and qualifications of staff, including any staff commissioned to provide education and health care.

Staff Position	Qualifications Achieved	In progress	Staff Experience
Registered Manager	Level 5 leadership and management. Level 3 advanced diploma children and adults. PCP facilitator qualification DSL qualified		18 years. 9 years in a management position
Deputy Manager	NVQ 3 Health & Social Care Children & Young People. Leadership qualification DSL qualified		13 years
Team Leader	NVQ 3 Health & Social Care Children & Young People. Leadership qualification		12 years

Recruitment of a Team Leader and Senior support on waking nights is ongoing.

The service currently employs 32 staff including a house keeper and 2 domestic staff.

Out of the care staff there are currently 23 qualified to a level 3 Diploma in residential childcare or equivalent.

5 staff are registered and are working towards completing the level 3 Diploma.

The service has 6 staff qualified as first aiders who work across each shift to ensure adequate support, all other staff complete a 1 day first aid session during their induction plus refreshers, the deputy manager has completed paediatric first aid.

The registered manager has received first aid training on the use of a de-fib and some support staff and domestic staff have also received de-fib training from the school's medication co-ordinator.

The registered manager and deputy manager are both trained in safer recruitment.

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff employed at the children's home, including staff that provide education or health care.

The Home is managed by the Registered Manager supported by a Deputy Manager who is responsible for the daily running of the Home. The Registered Manager and the Deputy Manager work 37 hours a week and work a flexible rota to meet the needs of the home.

There is 1 Team Leader who are responsible for managing and leading the staff and the children's programmes in each area and the night team. The Team Leaders work on average 35 hours per week and work either 7.15am – 2.45pm or 2.35pm – 9.50pm covering seven days a week. The Team Leader is responsible for the running of the shift. The Deputy and Team Leaders deputise for the Registered Manager in their absence.

Full time Senior Support Workers and Support Worker staff work mornings 7.30am – 3.45pm or 3.15pm – 9.45pm evenings, covering seven days a week on a 3-week rolling rota. Support Staff start at 2pm on a Friday late shift and do a split shift on a rota where they finish at 9.45am and come back at 3.45pm for the evening shift (term time only) Part time staff work either 7.30am – 4.15pm or 3.45pm – 9.45pm on a 3-week rolling rota. The night staff are allocated to each area and work an average 35 hours per week 9.40pm – 7.40am, covering seven days a week. The night shifts are led by Senior Support Workers who report to the Team Leader or management.

The home has access to a Site Supervisor who deals with the maintenance issues; a Housekeeper is employed for 30 hours per week plus 2 domestic staff. One domestic staff has completed safeguarding training.

New staff receive regular supervisions for the first 6 months.

All staff receive supervisions and reflective supervisions every few months or as and when required (This includes appraisal and mid – point review).

21. If the staff are all of one sex, or mainly of one sex, a description of how the children's home promotes appropriate role models of both sexes.

Not applicable. Both sexes are represented in the staff team.

Care planning

22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

- a) The Home mainly offers placements to those children who attend The Robert Ogden School, Clayton Lane, Thurnscoe. Other children not attending the school may be assessed and offered a placement.
- b) All will have a diagnosis of an Autistic Spectrum Disorder or associate disorders conditions and dual diagnosis.
- c) All children will be funded by the Local Authority, Children Services, Health Authority, or any combination of the above.

Details of this are given in the Admissions Policy which can be found on the website

www.robertogdenschool.org.uk

- d) Emergency admissions are not usually considered.