

Statement of Purpose 2024
Stafford Hall School



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Registration Number 1183911

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Organisational Overview

1.1 Young Foundations

Young Foundations is a progressive company offering a range of services to children and young people with complex needs, including those displaying a range of challenging behaviours. In order to deliver a complete “wrap around” service, Young Foundations provide education, health, clinical and care, within a single environment, which we believe offers a high-quality resource to meet the identified needs of children and young people placed with us. We recognise that children and young people with complex needs deserve the opportunity to not only identify, but also develop their strengths and reach their potential in a proactive safe way.

At Young Foundations, we provide tailored care programmes, therapeutic environments, and highly dedicated and experienced staff members to empower individuals to progress towards a better life and prepare them for independent living.

Our children's services aim to meet the needs of children across the continuum of care. We provide a range of specialist services that support this ambition providing where possible every child; the care, therapy and learning they need to ensure they achieve their personal best. We focus on delivering clear outcomes for each young person in our services.

Quality and Purpose of Care

2.1 Position Statement

Stafford Hall will be a place of excellence in both care and education for pupils with learning difficulties including autistic spectrum condition and complex additional needs. We will channel the talents and value the potential of every child and young person in our care and prepare them for happy and productive lives as young adults.

Stafford Hall is a wrap-around service for children providing a holistic approach to education and care.

Young People may be referred to Stafford Hall School with a range of difficulties. However, individuals referred to this service will most probably have one or more of the following:

Learning Difficulties

A range of terms are often used to refer to learning disability such as 'intellectual disability' and 'learning difficulty'.

Three widely used definitions of learning disability are:

1. Valuing People (HM Government, 2001, p. 14):

'Learning disability includes the presence of: A significantly reduced ability to understand new or complex information in learning new skills (impaired intelligence), with: A reduced ability to cope independently (impaired social functioning), which started before adulthood, with a lasting effect on development'

2. DSM-V (Diagnostic and Statistical Manual of Mental Disorders, 2013)

The DSM-V definition of 'Intellectual Disability' refers to limited functioning in three areas: Social skills (e.g. communicating with others) Conceptual skills (e.g. reading and writing ability) Practical ability (e.g. clothing/bathing one's self)

3. ICD-10 (International Classification of Diseases, 2010)

'...a condition of arrested or incomplete development of the mind, which is especially characterised by impairment of skills manifested during the developmental period, which contribute to the overall level of intelligence, i.e. cognitive, language, motor and social abilities.'

Autism

Autism spectrum disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterised, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviours.

"Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them." (National Autistic Society, 2019)

Challenging behaviours

Two of the most widely used definitions of 'Challenging behaviour' are:

1. 'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.' (Emerson, 1995)
2. 'Behaviour can be described as challenging when it is of such an intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion.' (*Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Therapists, (2007), Challenging behaviour – a unified approach*)

Stafford Hall caters for children and young people who have autism, severe and complex learning difficulties and who exhibit associated challenging behaviours.

Stafford Hall can accommodate up to 12 children and young people from ages 11 to 19.

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

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

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

The admission criteria other than sex and age are:






- Whether the young person can be integrated successfully into the established group without major impact on the others who are already placed.
- Their primary need is around their Learning Difficulties which may include Autism and / or complex needs, challenging behaviours.
- Whether we can meet the identified needs of the young person and the requirements of the placing local authority.
- Whether we have the ability to cater for specific religious or cultural requirements.

Young Foundations placements can be for short term crisis resolution through to long term developmental care. Length of placement is directly related to the needs of the young person.







Although we endeavour to offer equal opportunities to all young people in need of residential care, we are unable to provide placements to young people with physical disabilities.

2.2 Ethos of the Home (progressing outcomes)

As part of our ethos, we at Stafford Hall aim to:

-  Underpin all practises with values of respect, honesty, trust and equality.
-  Strive to provide an environment that facilitates growth, achievement and fulfilment for all children and young people.
-  Endorse the rights of the child and will ensure that these rights are afforded to all children and young people placed.
-  Celebrate and affirm differences between others, individual worth, and rights.
-  Treat each child or young person as unique, equally important and valuable.

Stafford Hall affirms that all children and young people have the right:

-  To be protected from all forms of abuse and exploitation.
-  To privacy.
-  To follow and practice a religion of their own choosing.
-  To make sustaining relationships.
-  To express their thoughts, feelings, aspirations and choices
-  To experience the full range of human emotions.

Stafford Hall appreciates and values the importance of childhood and strives to ensure that to every child or young person's childhood is rich in positive experiences.

Philosophy & Values

Stafford Hall School will endeavour to promote a "shared care" approach when working with all young people in placement. Parents and social workers will be kept fully informed of all developments in the young person's life, and consultation with parents and social workers is a valuable part of a holistic process.

We will endeavour to provide all young people with an environment which is safe, child-centred, and where young people's individual circumstances, rights and opinions are respected and listened to.

It is our firm belief that, where it is part of a clear plan to meet the individual needs, a period of residential care within a homely environment can be a positive experience for both young people and their families. We ensure that we work proactively with young people, their families and all relevant professionals to ensure that they have access to the opportunities, resources and support them to reach their full potential and achieve a positive future.

All work undertaken is within the guidelines set down in national statutes, as referenced to in Young Foundations policies.

Much of the focus of our work lies within task focused approaches to behavioural management, setting small achievable targets identified by the young person leading towards a bigger objective. All children and young people in our care are involved in planning and decision making, based on what is important from their own perspective.

We focus on the core values of being non-judgmental, providing care and empathy, and unconditional positive regard, accepting each child as a unique individual. We recognise that in order to offer an outstanding service, the needs of the individual must lie at the heart of everything we do.

Our staff team support a clinical, therapeutic and nurturing living environment within Stafford Hall. Our staff work hard to build positive curative relationships with young people supporting them to manage their behavioural complications. Our child centred approach ensures that our young people feel valued and listened to. We remain steadfast in that whilst we may not accept certain behaviours our acceptance of the young person is unconditional. We offer a bespoke service specifically tailored to meet the child's needs, we recognise that this has to be a dual process so our staff and young people work together to identify their specific requirements.

Working in partnership with each child, their families and other professionals, we endeavour to enhance each child's levels of self-esteem by creating and maximising safe opportunities in which to learn, develop and realise appropriate degrees of self-determination. This partnership work is focussed around placement plans which will inform future stability. Where it is possible we aim to achieve family reunification, but when that is not an option we work towards other preferred choices.

Statement of care:

Stafford Hall School provides high levels of care by an experienced and knowledgeable staff team who are specifically trained to work with young people who present behavioural difficulties.

2.3 Description of Accommodation

Stafford Hall itself offers spacious, homely accommodation for up to 12 young people in a warm and inviting environment and combines the Hall's traditional Grade II design features with modern technology, finishes and facilities.

The ground floor comprises of a reception area and family/meeting room, kitchen, hall/dining room, sensory room, medication room and offices.

The first and second floors offer 10 spacious bedrooms, all allowing a comfortable and private space for young people. All young people placed at Stafford Hall will have their own bedroom with en-suite, appropriately furnished to the highest of standards. The second floor also has a communal hydrotherapy bathroom with sensory lighting.

Within the grounds, "The Coach house" has been renovated to provide two self-contained flats but maintains the period appearance from the outside.

Externally, Stafford Hall is set in spacious grounds, designed to offer educational and therapeutic experiences, and enjoys a high degree of privacy. The grounds to the property are extensive with a purpose built and extended 'classroom' environments. There is a polytunnel for gardening, a Summer House and outdoor Classroom. There are bikes, a trampoline, a swing.

All internal and external doors are FOB access only, all staff and young people have a wristband which can be individually programmed to open doors best suited to their level of independence. The young people can only access their own bedroom.

After a period of time and based on the length of their placement, children and young people are given the opportunity to choose personal colour schemes for their bedrooms. Furniture is regularly checked and maintained in good order.



The main purpose of placing children and/or young people with the staff team at Stafford Hall is to integrate them into the community and, without prejudice or stigma, address the behaviours and attitudes that have made life difficult for them in the past. The staff are committed to raising awareness and self-esteem of the children and young people in our care. Our aim is to respond positively to suitable behaviours and develop appropriate strategies to challenge inappropriate behaviour. There are a number of external agencies that are used to aid this process when necessary.

2.4 Location of the Home

Formally a vicarage built in 1861 to support the local 'All Saints church', Stafford Hall itself (as it is now known) is a spacious, detached Gothic style Victorian, Grade II listed building, renovated by Young Foundations to the highest of standards and located in an accessible area of Salterhebble close to Halifax town. The area itself offers a range of local amenities including; sports centres, shops, post office and doctors' surgery. Further education facilities and amenities are available close by. The home is close to public transport including both the train station and regular bus routes.

Stafford Hall benefits from a broad range of local amenities. The relationships we have with our local community are very important to us and we try hard to support our young people to live in and feel part of their local community.

Halifax town centre offers a full range of amenities which we access. These include:

- | | |
|--|--|
|  Leisure centre |  Restaurants, pubs and cafe's |
|  Swimming |  Shopping and markets |
|  Rugby club |  Hairdressers |
|  Football club |  Train and bus terminals |
|  Rowing club |  Nearby airports |
|  Library |  Cinemas |

2.5 Arrangements for Supporting Cultural, Linguistic and the Religious Needs of Children

The care team have a clear understanding, at the point of admission, of the religious and cultural background of the child or young person. All efforts are made to continue the child's religious observance, and this should be considered when designing their Care Plan. The team at Stafford Hall value and celebrate diversity and ensure that any specific needs of a child, family member or parent, or anybody else working with the child or in the home are met. At referral, the team will identify any potential needs that the young person may have, and arrangements will be made to ensure these needs are firmly met. We ensure that the cultural needs of every young person are contained in the placement plan.

Ethnic identity is recognised by all carers within Stafford Hall; we must meet the needs of children from all groups in the community and must show understanding, awareness and sensitivity towards all children and young people. We also recognise the sense of self identity and pride that one's culture, race and religion can provide. As carers, we are open to acknowledging that a child from an ethnic minority group is likely to be in the minority in both the home environment and in other community settings.

The home has an equality and diversity policy which states;

Equality

Equality is about ensuring individuals have equal access, equal participation and equal outcomes. Equal Opportunities is often the term used to describe policies and practices that tackle inequalities.

Diversity

Diversity is about recognising, accepting and embracing individual's differences rather than being afraid of them. These differences may be in the values, attitudes, cultural perspectives, beliefs, ethnic backgrounds, sexuality, skills, knowledge and life experiences etc. Put simply Diversity is around valuing differences and respecting people for who they are.

The placement criteria and procedures will be regularly reviewed to ensure that children and young people are selected and treated on the basis of their needs and abilities. They will be given equal opportunities and, where appropriate and possible, special assistance. Contacts within the local community with young groups, places of worship, etc. should be encouraged to allow the child or young person to continue in their particular faith. Where possible and appropriate, the child or young person could attend religious services with their family. Attention should be given to each child's/ young people recreational needs and wishes in accordance with their religious, racial and cultural background.

2.6 Complaints

We have a clear policy and procedure for managing comments and complaints. In circumstances when anyone may become unhappy with the services or support, they are receiving, we actively encourage their use of our complaints system. All complaints are taken seriously. Stafford Hall will always ensure that all complaints are verified and dealt with according to our complaints policy. All young people will have a right to be represented by their elected advocate if they wish.

On admission all young people will be given a young person's guide which has guidance on how to raise a complaint. We will ensure this information is provided in a format which aids understanding.

A copy of the homes complaints procedure is readily available to all young people and their families including placing authorities. Complaints may also be raised externally with external bodies as desired. The complaints process is made freely available within the service.

Complaints can be made to any of the following:

- In the first instance, anybody wishing to make a complaint should contact the Registered Manager, on 01422 305910 or Jodie.Sanderson@youngfoundations.com 07811414787
- The responsible individual can be contacted on, 01824 790600 or; david.roach@youngfoundations.com
- Ofsted 0300 123 1231 or enquiries@ofsted.gov.uk
- Write to Ofsted at: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD
- Email Ofsted at whistleblowing@ofsted.gov.uk
- E-mail Calderdale Safeguarding Children's Partnership at CP.Admin@calderdale.gov.uk

The Local Authority who has responsibility for the young person placed at Stafford Hall – please ask for contact details although bear in mind confidentiality restrictions when asking for information.

Complaints, whistle blowing and concerns can also be raised with organisations Speak Up Guardian

Melanie Ramm
PA to the CEO and MD
Alexander House
Highfield Park
LLandyrnog
LL16 4LU

Tel: 01824 790600

2.7 Access to safeguarding and behaviour management policies

The home has Safeguarding and Behaviour Management policies which are agreed with Calderdale local authority. The policies are available to view on file in the staff office of Stafford Hall. They are also available via our website.

Safeguarding young people is an absolute priority for Stafford Hall. Rigorous policies are supported by thorough screening of all employed staff and others who come into direct contact with the young people.

Stafford Hall has on site, a copy of Calderdale's Safeguarding Children's Partnership Procedures, which is available to all staff and to which the home conforms. We also request a copy of Safeguarding Procedures from all placing authorities. All staff undertake safeguarding training.

Stafford Hall also has its own procedure and guidance around safeguarding young people and all staff employed are expected to follow these, along with the joint working local Police regarding any Missing from Home incidents.

Training around this issue is given during induction and foundation programmes and also refresher courses are carried out annually.

Stafford Hall complies with Regulation 12 of the Young people's Homes Regulations 2015.

Designated Safeguarding lead for Stafford Hall School
Jodie Sanderson (Home Manager) and Carolann Hudson and Max Harrison (Deputy Managers)
Tel: 01422 305910
Safeguarding designated lead to Young Foundations: Seona Weir (Managing Director)
Tel: 01824 790600

3. Views, Wishes and Feelings

Children and Young have the right to be heard and express, their views wishes and feelings are gained through regular key working sessions, and house meetings. At Stafford Hall we also have an independent advocate who comes on site to talk to any of the young people if they wish.

3.1 Consultation and approach to consulting children on quality of care

Children and young people have "rights" in every aspect of the care they receive at the home.

We believe that each child in our care has the fundamental right to:

- Be regarded as an individual
- Be cared for by people who are capable of understanding their needs
- Be treated equally
- Receive respect and understanding regarding cultural, religious, and spiritual beliefs
- Receive an education which enhances life prospects in every respect
- Receive prompt attention in relation to all healthcare needs
- Be informed about all important decisions that affects the residents and to have a say
- Be afforded privacy for each resident and his/her belongings
- Have the opportunity to think independently and make his/her own choices
- Complain about anything that is felt to be unfair or unjust and to have that complaint listened and responded to

These rights are protected through various policies and procedures. All young people in our care deserve a say in how we operate the home, these views will be considered in the development of the home. They each have a right to 'air their views' and to understand the rules of conduct and behaviour so that everyone enjoys their stay.

We consult by:

- Always listening to children/young people, trying to understand their needs, views and concerns by way of individual key work sessions
- Holding regular House meetings where everyone can contribute and make suggestions. If a young person cannot attend for any reason, their views will be sought and shared.
- Seeking views either through one-to-one sessions or through anonymous questionnaires and quality audits

- Regular management consultation with all young people, in addition to advocacy and independent visitors

Children and young people living in our homes are encouraged to discuss any aspect of their care, any time, with a member of staff of their choice. The Registered Manager and the staff team will proactively seek out the views of placing local authorities, parents, carers, significant adults around the quality of care provided in both formal (L.A. Reviews, planning meetings, discharge meetings) and informal (telephone contact, visits to the home, etc.) settings.

We will also ensure that clear communication takes place with young people, parents, and local authorities in the development of or any necessary change in the operation of the home.

At Stafford Hall we actively promote the involvement of young people and their families (where appropriate) in the development and running of the home. Not only do we accept the principle of the young person's involvement, but it can be seen in practice through a variety of participation and consultation activities within and outside of the home and school environment.

All care planning processes are child centred; from admission young people contribute to their young plans where possible. Consultation also takes place with young people before we formulate health plans, education plans, missing from home protocols and independent plans.

Our role is to assist young people to deal successfully with significant changes and challenges; develop positive relationships and display positive behaviour. With staff members as role models, young people learn to behave towards each other and within the local community in a non-discriminative manner. Young people are encouraged to understand the diversity of cultures and beliefs that exist within the home, local and wider communities.

Objectives

1. Give due consideration to the young person's wishes and feelings, having regard to their understanding in relation to decision making.
2. To ensure full participation of both young person and parents in the care planning process
3. To encourage full participation in young people's meetings and activity meetings
4. Hold regular key worker / direct work sessions with the young person covering areas identified in their individual Care/Pathway Plans
5. To take into consideration, and actively provide for religious and cultural differences.
6. Encourage and support young people to identify and follow appropriate activities and interests within the community.
7. To give the young person continuous feedback on their progress. To give praise at every opportunity no matter how small the achievement
8. To ensure that positive encouragement is always given, particularly if, and when, the young person is facing difficulties.
9. To help young people develop into positive members of the community, cultivating intrinsic boundaries and values with the help of outside agencies.

3.2 Anti-discriminatory practice in respect of children and their families

At Stafford Hall, we pride ourselves on being inclusive of all, irrespective of their religion, culture, orientation, ability etc. We don't judge and ensure that the young people we support learn themselves, how to become tolerant of others. The staff team challenge any form of discrimination, this may be discussed on a one to basis by a key worker or in a house meeting. Restorative work between young people is encouraged.

The home also has an advocate that attends the home from Graham's consultants. The advocate attends the home and offers to meet with young people, should they wish to, to enable them to discuss their views and rights.

At Stafford Hall we strive to ensure that all children and young people receive the same benefits as others in all aspects of life. Any discrimination towards children, young people or adults will be challenged. Staff are trained in equality and diversity.

Similarly, we ensure that all staff are treated as individuals by providing provision to ensure that everybody has fair access to equal opportunities.

Children and young people will also be encouraged to develop an understanding of their individual roots and culture to develop their own identity. We also carry out individual work with young people to help them gain knowledge of discriminatory factors and to develop their sense of self.

Diversity is celebrated and children and young people will be actively encouraged to participate in activities that celebrate differences in people, we have a monthly theme to celebrate cultures within society.

No child, their family or other stakeholders will be discriminated against. Our staff team will not judge or treat children at Stafford Hall or their family unfairly or discriminate against them.

All children accommodated at Stafford Hall will be made aware of their rights and how to access independent advocacy services, their Independent Reviewing Officer, Children's Rights services and Ofsted.

3.3 Children's Rights

Our principles of practice endorse the UN Convention on the Rights of the Child.

Stafford Hall is part of Young Foundations which is an organisation committed to equal opportunities and anti-discriminatory practice both in terms of the staff it employs and the children and young people it looks after.

All staff will have equal access to training, supervision, support and promotional opportunities. Stereotypical thinking in relation to age, gender, sexual orientation and able-bodied status will be challenged. None of these issues of difference will affect an individual's position within the home or their access to achievement.

Similarly, all young people looked after at the home will have equal access to the benefits and opportunities available. It is recognised that on occasion, young people will behave in a way that attracts consequences. The home does not use sanctions as a form of behaviour modification. Staff are clear that the purpose of the use of natural consequences with young people is to promote change not to punish.

We believe that all people – colleagues, young people and visitors should be treated with respect. Disruptive or offensive language or behaviour will not be tolerated and will always be challenged. When such incidents are perpetrated by young people, they will be dealt with in a way that promotes better understanding and encourages a change of attitude and behaviour. If young people are subjected to discrimination, they will be offered protection, comfort and support.

We believe that all young people are equally entitled to have their needs met and to be free from abuse and exploitation. Each young person will have a Keyworker who will explain to them their rights as a looked after child and consistently ensure that these are being met. There will be regular meetings between staff and young people where the issue of children's rights will be addressed to ensure that young people feel that they are being consulted, listened to and treated equally and fairly.

Education

4.1 Management of Education

Stafford Hall School's purpose is to provide a high quality of education to young people with ASD and/or complex needs and associated challenging behaviours, through the creative design, development and delivery of confident working methods by an excellent team. We believe that learning opportunities occur across the 24-hour day in all settings and occur in a unique way for each individual student concerned. As a result each and every one of our students require a structured programme that sets out a predictable yet challenging routine for the day.

That sets out a framework for learning which is inclusive, therapeutic and holistic in its approach. The learning opportunities offered are flexible and creative enough to meet the students' changing needs through a programme of bespoke learning challenges that promote enquiry, nurture and resilience. The teachers and teaching assistants working at the school implement and facilitate a daily diet of outstanding learning that is rooted in the student. Our curriculum flightpath is bespoke to each student and we truly believe that by investing and celebrating their talents, our students leave with not only qualifications but moreover cherished and special memories that will last a lifetime.

We promote high standards in everything we do. This is summarised by our motto "**excellence by any measure**". We have developed our in-house values which is best explained using the acronym of 'R.I.S.E', which stands for:

- **Respect:** the ability to be polite and understand that every individual deserves to be kept safe and listened to.
- **Inspire:** the ability to withstand difficult situations and produce positive outcomes.
- **Support:** the willingness to help others, regardless of differences; race, religion, beliefs.
- **Effort:** the characteristic of resilience and pursuing challenges without fearing failure.

By adhering to such values and creating a confident performing culture, we believe we are preparing young people for the next stage of their journey, whilst providing them with the opportunity to be respected citizens who positively contribute to society. Stafford Hall School intends to provide a safe and inclusive learning environment for all of its pupils, whereby their special educational needs are successfully met. It is important our pupils access a broad curriculum and leave school with the skills and qualifications required for future career aspirations and adulthood.

Our overall aims include:

- keeping pupils safe and secure:
- pupils having fun while developing their cultural understanding:
- pupils learning and supporting/inspiring others:
- pupils preparing for next steps.

Stafford Hall School is located in a town with stunning Victorian architecture and a strong industrial heritage. The school is surrounded by an exciting and inspiring garden space for young people to play, discover and relax in, while connecting with the great outdoors.

The setting is especially nurturing, with its picturesque view of the rolling hills of Calderdale. Towering trees encapsulate the garden decorated with a mixture of flower beds and shrubs. The charming outdoors is used for learning within all subjects, including the pleasant polytunnel full of herbs and raised beds brimmed with root vegetables. Pupils are encouraged to explore the peaceful grounds which also include a giant outdoor swing, trim trail and trampoline.

Stafford Hall School can cater for 12 students with class sizes of no more than 3 students. Each class consists of a teacher and a teaching assistant providing 1:1 for all students. Most young people at Stafford Hall School have experienced serious trauma and present complex needs in addition to

being on the autistic spectrum. Therefore, it is imperative that the curriculum not only reflects the learning needs stipulated on the EHCP also pupil interest, sensory needs and regulation strategies.

Preparing young people for adulthood is key to planning, reviewing and evaluating the curriculum with destinations kept at the forefront of future decision-making. Pupils are provided with opportunities to receive information, advice and guidance, action plan, careers advice and work experience which will prepare them for future success in their next steps. They are supported to develop and discover their interests and talents.

The purpose of our school is revealed by the curriculum we provide, engaging and encouraging. We have high aspirations for our pupils and strive relentlessly to improve relationships between all those who work with young people to ensure they feel valued and safe. At Stafford Hall School, how staff treat pupils is viewed as crucial for cementing healthy relationships. We aim to listen with love, care with compassion and show an understanding of each young person.

Intent

Stafford Hall School aims to:

- Provide an ambitious, varied, and interesting curriculum which leads to pupil enjoyment and achievement.
- Deliver a curriculum content designed with the intent that all pupils can make progress.
- Ensure a coherent planned and sequenced curriculum which enables the development of sufficient knowledge and skills for future learning and employment.
- Provide consistent education and support with a fully integrated and multi-disciplinary staff team.
- Extend the curriculum beyond the academic, ensuring pupils develop a wide range of transferable skills, such as tolerance; co-operation; respect; resilience; and determination.
- Offer a life-skills programme of study to further enhance the necessary skills for preparing for adulthood.
- Provide a personalised, positive environment using only proactive approaches.
- Ensure the school's approach to teaching and learning enables access for all pupils, maintaining inclusivity throughout.
- Monitor and record progress through a wide range of formative (Assessment for Learning /AfL) and summative assessments (Assessment of Learning /AoL).
- Offer externally accredited AQA Unit Award Scheme certificates, ASDAN award programme from Entry Level 1 to Functional Skills Level 2 in Maths and English (equivalent to GCSE)
- Create an individual education plan (IEP) considering interests as well as learning needs to maintain interest and sustain motivation.
- Meet each pupil's spiritual, emotional and physical needs.
- Ensure all pupils retain a sense of identity and belonging by providing them with a student voice within the personal development programme.
- Ensure that each pupil has access to English, Maths, Science, Art/DT and Personal Development with integrated sensory opportunities.
- Encourage pupils to be committed to their learning and take pride in their achievements by acknowledging and celebrating their achievements.
- Inspire pupils to have the confidence to undertake difficult tasks and to question things which prevent them developing into confident adults.
- Instil a sense of awe and wonder in pupils about the world around them.
- Facilitate young people to see themselves as enquiring learners who help to build their own sense of their place within their educational world, articulating their feelings and justifying them.

Implementation

Stafford Hall implements the curriculum by:

- Adhering to a subject discipline long-term and short-term plan, which consistently follows the same format.
- Continually setting high expectations of subject knowledge from teachers, as well as up-to-date, quality assured planning, which makes learning effective for our students.
- Delivering quality first teaching with a good understanding of student needs and how best to meet these.
- Rigorous quality assurance measures of teaching and learning, including effective use of assessment, recording and monitoring, planned observations (half-termly), work scrutiny and planning files.
- Promoting a cyclical and sequential structure of planning, with a focus on helping to improve pupils working memory.
- Utilising The National Curriculum and PHSE SEND framework to guide and inspire all subject planning.
- Offering all students access to core subjects of English, Maths and Science and a foundation subject, Expressive Arts. Pupils attend discrete 35 minute lessons in in class throughout the morning followed by either interventions or enrichment activities in the afternoon.
- Applying the most appropriate positive teaching styles suited to each pupil, including the TEACCH (Teaching/Expanding/Appreciating/Collaborating/Cooperating and Holistic) approach recommended by the National Autistic Society.
- Working in collaboration with parents / advocates and placing authorities to ensure the highest standard of service is provided, at all times.
- Ensuring that parents can share fully in the life of the school, through regular communication, joint goal setting, planning, reporting, reviews and case conferences.
- Creating an ASD compliant learning environment in each classroom with access to quiet areas, welcoming, calm, purposeful and engaging for different students coming in each day.
- Sequencing of cross-curriculum links in long-term planning to enable the acquisition of knowledge and skills to be transferable and connections to be made within learning.
- Tracking pupil progress with links to learning objectives on a weekly basis.
- Providing weekly intervention for English, Maths and Science.
- Preparing young people for adulthood. Pupils are provided with opportunities to receive information, advice and guidance, action plan, careers advice and work experience which will prepare them for future success in their next steps. They are supported to develop and discover their interests and talents.
- All the students have access to a full and varied package of extra-curricular activities that focus on the development of social and community integration skills. These activities occur according to the needs of the individual and vary in time, frequency and scale- thus resulting in a whole 24-hour learning experience suited to the students' very complex, yet individual needs.
- The students also have access to curriculum enrichment throughout the week in order to maximise learning opportunities, some of these self-directed or supported opportunities include Expressive Arts (music, drama, art and design technology) swimming, indoor trampolining, skateboarding, bike riding and climbing, work experience and tasters, and vocational activities.
- The teaching staff prepare all our students for social inclusion by taking an active and invested role in facilitating a life-skills curriculum that is rooted in British Values. We maintain supportive links and relationships with local schools and colleges if they are required outside of our own school provision.
- The school will also maintain an educational file which will be maintained to contain the child's personal education plan, individual learning plan, their educational history and progress, their education timetable, school reports, attendance information, and achievements and skills. All staff take a privileged and supporting role in guiding young people with their schoolwork and career decisions.
- We constantly encourage our students to attend and participate in education and the school has also established education incentives for the young people ensuring they are rewarded

for positive behaviour and full participation of extra curricula activities. We use clear systems for communication celebrating our learning in a live and relevant way through Class Charts which rewards effort as well as achievement of personal and academic goals.

- The school makes use of the multidisciplinary team with clinical support for each student in designing, planning and implementing their very own pathway and subsequent learning programme. This provides a powerful focus on moving forward and is initiated by the aspirations of the student. It provides a collaborative model for staff working as a trans-disciplinary team and a supportive framework for our students to move along their pathway to success.
- The specialist clinical services team provide individual and/or group advice, guidance. This supports the delivery of the curriculum and further develops the individual student's holistic skills thus enabling them to interact successfully in a receptive and expressive manner through day-to-day learning and life in general.
- Assessment at Stafford Hall School is wide ranging. It is consistent and continuous throughout all subjects. Pupils receive a baseline assessment for English and Maths and are provided with a range of skill-based task for Art, Design and Technology, social story scenarios for Personal Development and scientific enquiry tasks for Science. Formative assessment will include assessment for learning (AfL) techniques built into the lesson(s) to gauge understanding, adopt teaching and to promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini plenaries between activities, feedback and feed forwards. Summative assessment will occur at the end of the 'piece of learning'. Progress will be measured from the starting point, using a task for assessment of learning (AoL). This will be used to evidence progress and inform future teaching. Activities to demonstrate learning at the end of a series of lessons include: online assessment tasks, pupil presentations to the rest of the class or group (prompted/supported by an adult or peer if necessary), producing images/pictures/photographs of pupils' work, or in a work book and audio recording of pupils' work when they have demonstrated a particular skill or attribute. Each term, assessments will be taken and tracked, which shows progression over time and the distanced travelled.

Impact

Whilst the curriculum is over-arching and ambitious, the complexities of ASD are considered inherently throughout all educational opportunities at Stafford Hall School. The impact of the education at Stafford Hall School will:

- Enable young people to develop strategies paramount to the success of navigating their way through a complex world, adapting, and overcoming adversity and becoming a valued and productive member of society.
- Provide a platform for students to progress from in order that they may integrate into society, such as self-awareness, empathy, critical thinking, creative thinking, decision-making, problem solving, effective communication and interpersonal skills.
- Benefit all young people in their chosen career path so that they leave school with the understanding of how to live a safe and healthy lifestyle while additionally demonstrating their confidence to perform successfully in further education or the world of employment.
- Ensure students not only leave with a range of qualifications, but with instilled British Values and a positive ethos, which will allow them to be well respected citizens.
- Prepare young people to successfully transition into adulthood.

The purpose of education is to equip young people with the knowledge and skills that will enable them to better understand the world around them; prepare them for adult and working life; and to develop the cultural capital that will help remove barriers to achievement. Stafford Hall School achieves this by providing appropriate challenge and accredited opportunities, to all pupils so that they can grow to become confident, happy, positive adults in a world that can present challenges. We aim to support pupils to develop their character: resilience, self-esteem, self-confidence, and self-knowledge. In addition, independence, knowing how to recognise and maintain positive relationships, have a healthy

sense of self-worth and to keep physically and mentally healthy. We would like all our pupils to respect and celebrate the differences between people, and to question reasonably the position of others treating all with compassion and understanding. At Stafford Hall School we encourage all pupils to be flexible thinkers and to become life-long learners always striving for growth and to become the best that they can be.

At Stafford Hall School to deliver 'excellence by any measure', we recognise the value of all staff as they are viewed as the most important asset in school. It is acknowledged that all staff regardless of their role, play an important part in helping to shape young people's minds. To this end we:

- Strive to improve the quality of both school and home life, staff and resources by a policy of on-going self-appraisal and by providing opportunities for staff to expand and develop their own skills and knowledge including employee of the month.
- Strive to improve the quality of provision through a quality CPD package that encourages organic growth, accountability, and wellbeing for all.
- Ensure all staff are actively involved in supporting student attendance and educational achievement through systems of clear and positive communication.
- Ensure attendance at all relevant school meetings, such as parents' evenings, PEP/ EHCP meetings and transition meetings.
- Ensure that we have quality educational resources within our School and Home.
- Ensure effective use of IT and provide wraparound safeguarding of equipment
- Liaise with appropriate professionals within the Education Department where there are particular issues with a pupil's attendance and educational progress.
- Ensure that necessary information is communicated when there are any changes and new staff.
- Encourage Care key workers to liaise closely with class teachers to actively support the child's/young person's progress.
- All staff and key professionals work in partnership to contribute, support and become fully involved in educational meetings to inform the IEP, PEP and Care Plan and reviews.
- Ensure our students learning at school is followed up and supported at home.

4.2 Details of provision to support children with SEN

At Stafford Hall School, children and young people with a Special Educational Needs (SEN) Statement/EHC plan will be supported by the home.

We provide a structured, stimulating environment in which all children, including those with special educational needs, are valued, included and supported to reach their full potential and achieve their targets.

Staff will support young people to access all specialist provision identified for them. Children who are excluded from school will be supported to return to school as soon as possible if it is agreed upon that that specific educational provision can meet the needs of the child.

We are aware that every child is unique and all children develop at a different rate and have differing needs as they grow and meet the challenges of life outside the home. We work closely with the parents, liaise with other outside agencies and monitor and review our policy, practice.

Children with special educational needs will be respected and treated as individuals. They will not be discriminated against and any negative attitudes or remarks made to or of children with special educational needs will be discussed. We will be active in seeking advice and approach agencies to ensure the children's needs can be met. A staff from the home will attend Annual Reviews of the SEN statements/EHC plan. The home will work within our education policy, ensuring all children education needs are met.

4.3 Dual Registration

Stafford Hall is registered as an independent school and a separate Children's Home.

4.4 Education Partners

Stafford Hall School ensures that communication with any other schools and colleges that young people may attend (other than our onsite facility) would be maintained to the highest possible standard. Communication is kept through emails, telephone and with staff at the home along with the young people attending personal education plan meetings as well as school parent/carers evenings. School attendance, educational performance and any support the young people require are consistently communicated between the home and the schools.

4.5 Educational Support (outside School hours)

Education is essential for intellectual, social, emotional, physical and mental health development and can be a stable factor in the young person's life. Education nurtures self-esteem: confidence and resilience and enables integration, future choices and independence.

All Young People are entitled to the same:

- Education opportunities
- Aspirations for success
- Continuity of provision

In order to provide our young people with the correct support around their holistic educational needs, the home ensures that education does not stop at school with staff providing educational activities, guidance and information to allow the young people to continually grow. Activities and sports such as educational trips to art galleries and museums have been enjoyed by the young people as well as promoting fitness and health through activities such as swimming and athletics are also arranged and enjoyed by the young people residing at the home.

The home also provides support around independence, with knowledge and skills shared with the young people around cooking, cleaning and maintenance. This allows the young people to learn new skills that will be essential throughout their growth into independence. We recognise the importance of a clear and achievable education plan for all young people leaving Care.

All young people accommodated at the home are provided with a desk in their bedroom enabling them to undertake study or homework. Our home has a personal computer to enhance young people's study and we also have a supply of books and other educational resources.

Across both settings 'Unconditional Positive Regard' is used as the universal language. It is a mind-set our students receive and will be entitled to from their very first day. It separates behaviours displayed to the inherent value our students possess. The separation allows a safe space for mistakes and creates part of the conditions for us to change and work towards achieving our goals and being the 'Beacon of Excellence.'

5. Enjoy and Achieve

5.1. How we ensure the young people enjoy and achieve

Recreational facilities are made available to all children and young people in our homes as is appropriate to their individual needs.

Managers and Support staff will encourage the children and young people to experience and try a variety of hobbies. This may be through joining in school activities, youth clubs or sport centres.

Children and young people take part in age-appropriate peer activities as agreed with the home's staff in the manner a reasonable parent might reach agreement with their children, taking into account the framework of the placement plan decision making and any risk assessment of the risk to the child.

Interest shown in other past times will be recognised, engagement with local charity events and organisation's which enable the children and young people to make positive contributions to the wider community will be encouraged.

All children and young people will be given the opportunity to take part in an annual holiday organised by the home. This will normally be within Britain and will be arranged as appropriate to the children's needs.

All children at Stafford Hall are encouraged to participate not only in education but a range of activities designed to increase confidence and self-esteem. All young people are expected to be involved in education, and Personal Education Plans are developed in cooperation with social workers, teaching staff and families. These plans are kept in the home and staff will ensure that the details of each child's plan are focused on whilst planning education and activities.

At Stafford Hall, a program of activities is discussed with young people and implemented. We aim to offer activities that are not only fun but help to build on children's life skills and attributes. Some of the activities within the home help children develop skills that can be utilised after they have left the home. Activities such as Cooking, Arts & Crafts, Culture Nights, and Religious Festivals are all commonplace.

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.

We will endeavour to provide all young people with an environment which is safe and child-centred. Where young people's individual circumstances, rights and opinions are respected and listened to.

It is our firm belief, that where it is part of a clear plan to meet the individual needs, a period of residential care within a homely environment can be a positive experience for both young people and their families. We ensure that we work proactively with young people, their families and all relevant professionals to ensure that they have access to the opportunities, resources and support needed to reach their full potential and achieve a positive future.

Each young person has their own individual plan created with them, to enable them to develop their interest and hobbies. Our staff will endeavour to promote a "shared care" approach when working with all young people. Parents and social workers will be kept fully informed of all developments in the young person's life and consultation with parents and social workers is a valued component by staff. Young people's achievements are celebrated and recognised.

We aim to create a "value" system where trust, integrity and respect are promoted, leading to young people gaining independence and responsibility within a social and educational context.

We are aware that many of the young people placed at Stafford Hall have not had the chance to try new experiences. Our aim is to give the young people the opportunity to participate in a whole range of activities within Stafford Hall and in the local community. In-house facilities include, DVD and TV streaming, computer games, board games, books, cooking facilities, pamper nights to name a few. In addition to what we can offer here at Stafford Hall, we also access local activity and leisure centres with all its facilities. Halifax and surrounding areas are rich in extra-curricular opportunities, whatever

area of interest a young person may have will be encouraged and we will endeavour to promote that skill or ability.

Every encouragement is given to all our young people to join in, but in no instance is it compulsory. In addition to this, those of our young people who are interested, are encouraged and taught to make use of local community facilities, e.g. Swimming Pools, Cinemas, Youth Clubs and Libraries, This is of particular value to those young people who have no experience of using such amenities, and it helps widen their horizons and develop a degree of independence and contribute to the local community.

Young people meet with staff as a group, to plan activities and make their views known. When completing activities consideration for the safety of young people is always paramount. Any high-risk activity provided or arranged for young people must be supervised by people holding the relevant qualifications for the activity concerned.

All young people, where appropriate, are asked to take a share of household tasks such as laundry, keeping their bedroom tidy etc. Those young people who can manage will be encouraged to do their own laundry and prepare meals or snacks.

Main meals are prepared by our onsite Chef or our residential staff, young people are given the opportunity to assist with meal preparation. There is a separate kitchen that can be used for meal preparation and work on independence. Facilities for making drinks and snacks are available across the day. Young people will be actively encouraged to be involved in drawing up weekly menus and staff will offer advice around healthy eating issues. If young people have any special dietary needs or requirements staff should be informed on admission.

6. Health

It is with the utmost importance that all health needs are met for the young people who live at Stafford Hall. We work in partnership with a range of stakeholders to ensure that all their health and welfare needs are met for young people. We seek health related information at admission to allow us to implement a robust health plan.

6.1 Arrangements to Protect and Promote Health

The home will promote the good health and well-being of all young people throughout their stay and will ensure that each person's physical, emotional and health needs are always met. Young people will be provided with guidance, advice and support on health and personal care issues.

As part of the admission process, staff work in partnership with parents and others to ensure that every child is registered with a local GP, dentist and optician and that arrangements are made for necessary visits and periodic tests.

Those holding parental responsibility will need to provide consent for the administration of medications and drugs. Thereafter decisions about who will be responsible for administering or consenting to emergency medical treatment will be taken after consultations with medical professionals, and those with parental responsibility.

Staff will record all details of such visits on individual records, including treatment and medication details. All medications (including non-prescribed) are stored in a locked medical cabinet and are recorded on individual medical records held at the home.

All young people at Stafford Hall can access direct specialist therapeutic and counselling services from CAMHS service if needed.

Stafford Hall has an in-house clinical team who support the children's mental health issues, this comprises of, Child Psychiatrist, Clinical and Forensic Psychologist, Educational Psychologist, Occupational Therapist and Speech and Language Therapist. The Psychologists and Psychiatrist support the updating of the child's health plan. They attend monthly MDT and hold formulation sessions with the child. The clinical team work directly with the child or in-directly with the child, by advising and supporting the staff team in delivery of theory or practice in line with the child's health plan and psychological formulation.

Each young person has an individual Health Plan in line with the Children's Home Regulations detailing the following:

- Medical history
- CLA Health Assessments
- CLA Reviews
- Inoculations
- Planned appointments.
- Medical history
- Information pertaining to any specific medical or other health interventions, which may be required.
- Any necessary preventative measures.
- Allergies or known adverse reactions to medication.
- Dental, hearing and optical needs
- Specific treatments, therapies or remedial programmes needed in relation to physical, emotional and mental health.
- Health monitoring required of staff.

Prescribed medication, non-prescribed medication and all treatments will be administered in line with the written policy and guidelines for staff. In some circumstances where young people are diagnosed with medical conditions i.e. asthma, ADHD (controlled medication) protocols will be added to their

health plans and specialist practitioner support will be sourced for both the young person and staff team to ensure that individualised needs are met at the highest of standards.

All staff receive training in First Aid, senior staff will receive training in the administration of medication and the treatment of minor accidents or illnesses.

In addition to attending to the current needs of young people staff will ensure that young people receive age and culturally appropriate advice on health-related matters in order for them to make considered choices and take appropriate action in relation to their own health needs. Topics covered will include smoking, alcohol, the misuse of drugs, sexual health (sexually transmitted diseases, contraception, HIV, AIDS), Consultation on this information and services available will also be discussed in individual keyworker sessions, young people's meetings, and direct one to one sessions.

We promote and maintain a healthy diet which includes healthy eating of 5 portions of fruit and vegetables a day and sensible portion sizes. We encourage young people to participate physical exercise.

6.2 Details of the qualifications and professional supervision of staff involved in providing healthcare or therapy

Clinical Services

Multi-Disciplinary Team

Stafford Hall School has a number of clinicians as part of our MDT

Dr Sarojit Ganguly, Consultant Psychiatrist

MBBS, MRCPsych

Consultant Child and Adolescent Psychiatrist

Honorary Senior Lecturer

I am a Member of the Royal College of Psychiatrists and hold Specialist Registration in Child and Adolescent Psychiatry.

I work as Consultant Psychiatrist in a busy and diverse community CAMHS setting.

Extensive experience across a range of clinical conditions including anxiety disorders, depression, conduct disorder, trauma, psychosis, eating disorders and neurodevelopmental conditions allows me to contribute across a broad range of clinical settings both independently as well as working collaboratively within a multi-disciplinary team. In my area of practice, I am the lead Consultant Psychiatrist with the Youth Offending Team and with the CAMHS Intellectual Disability service.

I am passionate about medical education and lead on the CAMHS teaching lectures for medical students at the Bradford Royal Infirmary. I have been awarded the position of Honorary Senior Lecturer by the University of Leeds.

I have extensive experience of Mental Health Act assessments and have had occasion to act as expert witness at the High Court.

As Consultant Psychiatrist at Stafford Hall School, it is a privilege to work alongside other highly skilled members of the clinical multi-disciplinary team and to be able to support a passionate care and education team in achieving the best outcomes for the young people here.

As per mandatory professional requirement by the GMC, I participate in Annual Appraisal, which covers my full scope of clinical practice including my work at Stafford Hall. I am subject to the GMC Revalidation Process every 5 years and successfully completed the most recent revalidation this year.

My responsible Clinical in this regard is the Medical Director of Bradford District Care NHS Foundation Trust, Dr David Sims.

I have regular peer supervision with other CAMHS consultant psychiatrists at BDCFT and am in good standing with the Royal College of Psychiatrists CPD process.

Dr Michael Dada Clinical / Forensic Psychologist

I, Michael Kayode Dada, possess a Doctorate Degree in Clinical Psychology, and am statutorily registered both as a clinical and forensic psychologist with the Health and Care Professions Council (HCPC- PYL03795). I am a Chartered Member and Associate Fellow of the British Psychological Society (BPS- 092325), a full member of the BPS Division of Clinical Psychology, and a full member of the BPS Faculties of Learning Disability, Forensic Clinical Psychology, Children/Young People & their Families, Psychosis & Complex Mental Health, and Leadership & Management. I am a Senior Fellow of the Royal Society of Medicine (RSM- 00675037), a professional member of the British Institute of Learning Disabilities (BILD), and hold a professional and corporate membership with the National Autistic Society.

I have practised clinical psychology for more than 30 years, working with various patient groups and across wide-range clinical and forensic settings. At the initial stage, I practised as a Clinical Psychologist in general adult mental health for over ten years, providing services for people with minor and major psychological disorders. In the same period, I was a lecturer and researcher in clinical psychology. I worked as a Clinical Psychologist in the NHS for several years, mainly with services for people who have learning disabilities, and became a Consultant Clinical Psychologist in October 2004. I have worked with several Multi-Disciplinary Teams, working across the full range of care settings including outpatient, community, primary care, in-patient, residential and secure services, both in the NHS and private sector.

I possess well developed knowledge and skills in the area of autism and, for over 15 years, I have been working with people who have autism spectrum conditions, who may also present with learning disabilities, mental illness and behaviours that are challenging. In a previous employment, I became the Lead Clinician for the Autism Practice Group of the Company.

I am trained and licensed to use a number of specialist needs and diagnostic assessment tools, including tools for assessing autism spectrum conditions (e.g. DISCO, AAA, ADOS-2, etc.), cognitive skills functioning, adaptive/social skills functioning, emotional/affective characteristics, personality psychopathology, and risks of violence, all of which are adapted for use with people who have autism. I have developed skills in adaptation of conventional psychological treatment models in my therapy works with individuals who have autism spectrum disorder. I have also developed skills adapting generic models of offence-related therapies for people with autism spectrum conditions who also present with offence-related problems such as fire-setting/arson, sex offence/offending behaviour, addiction problems such as drug and substance abuse, emotional problems such as anxiety, anger, PTSD, OCD, depression, etc. Cognitive Behavioural Approach is my over-arching treatment model, adapting several cognitive behavioural intervention techniques to suit individuals' level of functioning and complexity of presentations.

I provide training for parents of individuals who have autism and families, staff and professional others working in autism settings, including topics such as concepts and definitions of autism spectrum conditions; therapeutic interventions such as SPELL, TEACCH, Intensive Interaction; sensory needs assessment and interventions, and other specialist assessment and intervention techniques; co-morbidity in autism, etc. I supervise trainees from different professional backgrounds training to become specialists in the area of autism. I collaborate with academicians and other professionals in supervising or conducting research in autism. I have attended conferences and workshops which are of high standard, and participated actively in organising local and international conferences, seminars and workshops in different aspects of autism. I have professional links with other autism agencies or

groups such as Oxford Autism, National Autistic Society, and similar other academic and professional bodies.

I gain professional and personal development through peer support, professional networking, and direct supervision. My one-to-one clinical supervision is through Central and North West London NHS Foundation Trust, Dr Galloway has been my clinical supervisor for over 10 years, both when I was in the NHS and outside of it.

Dr Anwar Hussain Child and Educational Psychologist

Dr Anwar Hussain BSc(Hons), MSc, EdD, PGCE, PGCRM, CPsychol, AFBPsS, CSci, EuroPsy.

Dr Anwar Hussain is the Director and strategic lead of Animus Care and is committed to developing high quality services.

Anwar has over 18 years of experience as Consultant Chartered Educational Psychologist including working at a strategic level for example, as the manager of an Autism Service for a local authority and as a lead specialist senior educational psychologist in Autism for over ten years. He is also an assessor for educational psychologists on behalf of the regulatory body Health and Care Professions Council (HCPC).

Some of Anwar's projects include working for Her Majesty's Court Service as a specialist tribunal panel member in Special Educational Needs and Disability (SEND). He is also a specialist panel member for Disabled Living Allowance (DLA).

Anwar receives a minimum of half termly peer supervision/case discussion to ensure the HCPC standards are complied with. He co-works with another educational psychologist, this allows us to moderate/amend and develop our practice on behalf of our regulatory body [HCPC]. In addition to this, there is informal supervision throughout the year with experienced Educational Psychology colleagues as and when required.

Komal Shires: Speech and Language Therapist

- Bsc (Hons) Speech and Language Pathology and Therapeutics
- Member of the RCSLT
- Registered with HCPC
- I have over 20 years' experience of working as a Highly Specialist SLT.
- Specialising in learning disabilities and complex needs including autism.
- I use a wide range of approaches, including visual supports (including PECS), Intensive Interaction and I am a Regional Makaton Tutor.
- I have considerable experience of working as part of an MDT and training others.
- I am dysphagia trained to an advanced level.
- I have formal supervision 4 times a year and access to informal supervision as required.

Jo Baldwin: Occupational Therapist

- Bsc (Hons) Occupational Therapy
- Member of the RCOT
- Registered with HCPC
- I have 30 years' experience of working as an Occupational Therapist

- I have worked within learning disability services for the last 20 years and have also worked in Mental health, older peoples and children's OT services
- I work with individuals with complex needs and Autism. I work as part of a team supporting the individuals with learning disabilities and their families and carers. This will often include providing training.
- I also work within the criminal justice system
- I undertake a range of assessments including sensory integration assessments and implementation of sensory strategies and Assessment of Motor and Process Skills.
- I am trained up to level 2 in Sensory Integration
- I will undertake my ADOS and ADI-R Autism training in October this year
- I receive supervision from a sensory integration practitioner and advanced practitioner OT

Referrals- the MDT will be used help identify suitable young people to place at Stafford Hall where possible, the key question is "how can we meet the needs of the young person" each specialist will be asked where appropriate how their input will benefit the young person, are they:

- Suitable fit within the current group of young people,
- Can their diagnosis be supported by the clinical team e.g. take over from the local authority services CAHMS
- Prescribing and reviewing medication
- Liaise with local GP and hospitals.
- Identify and facilitate a diagnosis and treatment.
- Early identification of mental health issues
- Clinical oversight relating to risks and risk assessment in the use of physical intervention with young people.
- Input into behaviour support plans and effective working practise

Discharges- Clinicians overview input into a thorough "disengagement summary" to aid the young person in a positive transition away from Stafford Hall,

Disengagement summary includes:

- Historical information at the time of placement at Stafford Hall and our initial assessment
- Strategic formulation of needs used during the placement (this could inform any identified future placements)
- Review of clinical input used to support the young person while at Stafford Hall
- Any identified areas of need going forward.

A plan of clinical input- each specialist completes one to two visits per month, at least one of which will be the attendance of the review meeting for all young people.

The MDT Meeting process/meeting drives the positive development of each young person at Stafford Hall – overview.

- Planned agenda.
- Review of previous actions

- Review behavioural statistics compiled from weekly review meetings (redirections, physical interventions and behavioural presentation)
- Review of medication, oversight of PRN protocols
- Consultation with young people and stake holders where appropriate
- feedback from staff and key workers into actions, progress and outcomes
- Review education and care input – consider EHC plan and behaviour support plans- current and appropriate or need for review.
- Agree and set new actions/targets over the next month.
- Produce formal recorded minutes and circulate.

Clinicians also complete Observations of young people- direct /indirect, engagement with staff team to understand and formulate each young person's presentation, functional analysis, sensory profile, health and well-being and communication tools.

Also, Identification and implementation of specialist training for staff e.g. PDA, intensive interaction and self-injurious behaviour.

The placement is clinically supported by an allocated clinician who provides regular appointment-based consultation clinics. The consultation sessions offer professionals and carers the opportunity to discuss concerns they have about a child's emotional well-being and/or behavioural presentation, and provide an opportunity to consult with an experienced clinician on such issues as:

- Challenging behaviour
- Aggressive outbursts
- Self-harm
- Relationships between the young people at the residential home
- ADHD
- Attachment
- Trauma
- Sexual Abuse
- Mental Health

The consultation will also assess any risks and input these into risk management plans and identify any specific care plan needs to facilitate work as appropriate. Following the consultation, a written summary of the discussion is provided, and an action plan of recommendations is agreed, with the overall aim of providing early intervention through building the capacity of residential care workers to effect positive change and establish therapeutic relationships with young people in their care. All children have monthly MDT meetings, where professionals are involved in care planning to ascertain and develop plans to ensure the needs of the children are met and their care plans reflect this. At all MDT there will be the in-house psychiatrist and psychologist in attendance, along with other professionals working with an individual child.

The work of the clinicians is complemented by the therapeutic environment provided by residential care staff. The aim is to work collaboratively with the management and staff of the residential homes in developing and sharing a vision of therapeutic work which enhances a young person's life opportunities and choices and helps them maximize their strengths.

The service provision will be guided and informed by several theoretical models as recommended by the clinicians which may include: -

- Child development
- Psycho-education
- Developmental trauma
- Therapeutic parenting (PACE)

- Attachment Theory
- SCERT model
- Functional behaviour Analysis
- ABC
- 5 & 7 Ps

Young Person's Individual Care Team:

Each young person in our service is a unique individual with their own life experiences, which will be reflected in their patterns of relating to others. It is our view that residential care systems should facilitate the young person's attachment to consistent and reliable people in their life. Therefore, a young person's key worker should be at the centre of their treatment package. Key workers can then be supported by the clinical team and the delivery of care can be supervised by the home's management team.

6.3 Effectiveness and measurement of clinical intervention

The home is supported by a psychologist and a psychiatrist who visit for the equivalent of two full days each month. The home also has a monthly visit from an Occupational Therapist and Speech and Language therapist. They are available for telephone advice and support outside of these visits. When the psychologist and psychiatrist visit, they provide consultation and advise sessions for the staff teams providing them with an opportunity to reflect on how the young people's social, emotional and psychological well-being and any difficulties that have arisen.

The psychologist can help think about why behavioural difficulties might be occurring (known as functional analysis and formulation based discussion) and can help staff develop the Positive Behavioural Support Plans and adjust care plans accordingly.

Both psychologist and psychiatrist also help with the development of risk assessments or help design specific support strategies for the young people.

The psychiatrist also helps monitor the young people's mental health. They provide support to the General Practitioner in monitoring and managing any psychotropic medication that the young people have been prescribed.

The psychologist also works with the wider system to promote multi-agency and disciplinary working and a shared understanding. This may involve liaison with the social workers, education staff, families and other professionals involved in the young person's care. In addition to the work with young people they also provided direct training for all staff.

The psychologist also provides psychological and neuro-psychological/cognitive assessment as well as individual therapy for the young person which is person centred and can draw on a range of therapeutic models.

Staff will also ensure that all young people have access to any other health care professional or resource that is appropriate. This may include opticians, dentists, chiropody, psychiatrist, psychologist, looked after nurse etc.

Only those professionals trained in this specific area will use specific assessment tools. Any assessment tools used will be agreed with the young person, their family, social worker and CGAS - Children's Global Assessment Scale. This will be included within their placement plan.

The clinical consultants also work with and support the staff team to understand and manage the range of issues and possible behaviours that young people face and present in order to ensure a well-planned and consistent approach.

The young people may also access therapy through CAMHS, or social workers.

Any therapeutic work is detailed in the young person's internal health plan and section allocated in the live file, regular review meetings are held with other professionals involved with the young person and progress monitored. All therapists will produce weekly and / or monthly notes and a report.

Health promotion & medication

A number of the young people who come to Stafford Hall have a range of additional health problems. Health issues and concerns are identified in the young person's care plan, and emergency procedures are written if necessary.

Many of the young people take medication, and staff follow Stafford Hall's Medication Policy and Practice Guidance. If a young person is unwell while, parents and social workers will be informed.

Staff are all aware of the need to promote healthy living, and actively assist the young people in daily hygiene routines, dental care and food and menu choices. Health is also explored through play, stories and activities. There is an allocated LAC nurse who works with specific young people who have health needs.

In order for Stafford Hall to adhere to regulation requirements, the home has a medication policy and approved procedures, and ensure safety of young people and the avoidance of errors, there are important instructions that carers must follow.

These are:

- All prescribed medication must be in the original bottle/box with the pharmacy label intact and unaltered. This label should have on it
- Name of the young person Name and strength of medication Dosage of medication and expiry date.
- Times to be given, Current expiry date Labels marked as directed or as before are not acceptable
- Staff cannot change the dosage of medication administered to young people on the instructions of parents. It can only be varied under instruction from a qualified medical professional.
- Under no circumstances can another person's medication be administered to a young person.
- Always ensure there is enough medication for the young person's stay.
- It is the carer's responsibility to ensure that the above is followed.

Smoking

It is the policy at Stafford Hall that young people are not allowed to smoke cigarettes/e-cigs/vapes within the home. Young people who are already smokers are encouraged to give up and appropriate health advice is sought to offer support in this process. Staff are not allowed to smoke in front of young people or in the grounds of Stafford Hall.

7. Positive Relationships

Positive relationships are promoted from the point of referral between everyone involved in the care of a young person.

7.1 The arrangements for promoting contact between children, their families and friends

We will work closely with Social Workers to maximise the opportunities to be gained by the child or young person in our care. It is expected that Social Workers maintain regular contact with young people via visits and telephone calls. Our staff will work towards helping young people to liaise with their Social Worker and will encourage them to attend all meetings involving decisions about their future.

There is no restriction on visits or telephone contact between young people and Social Workers. Copies of all reports, including significant incident reports and placement reports, will be sent to the appropriate Social Worker, in order to maintain a positive working relationship.

The parents of young people, other family members, legal guardians and significant others will be encouraged to participate in all aspects of the general welfare of the young person (where appropriate).

The degree of involvement will obviously vary from individual to individual and there will be varying degrees of difficulty in each case, for example; the child or young person may refuse to make contact with their parent(s)

Alternatively, parents may refuse to have contact with the child or young person.

It is the homes policy to actively facilitate these contacts. In appropriate cases, parents or significant others are encouraged to attend reviews and all relevant parties are informed of any decisions or developments, which may occur.

The home provides young people with access to a private telephone line, email and post at reasonable times and following appropriate risk assessment.

Parents and significant others are always welcome to visit. However, it is advisable to notify staff of intended visits, thus allowing for appropriate planning within the home.

We will meet the cost of the young person's travel to parents and carers in order to work towards the maintenance of all appropriate contacts with family and friends. It is our policy to seek social worker guidance in respect of arrangements that are specific to the individual child or young person and whenever possible these links with family and friends in the home area are always encouraged (contact plan). Visits home will be assessed as to whether they should be supervised or not and if an overnight stay is a possibility.

In most cases it is beneficial for the young people who live at Stafford Hall to maintain constructive contact with the important people in their lives, either directly or by e-mail, phone or letter. Staff members encourage young people to keep in contact with their family and friends and offer support to allow them to do so. This is providing the young person does want to have contact and there are no restrictions in place either legally or from the local authority staff do all they can to ensure that young people stay in contact with these important people.

Where young people's family and friends wish to visit the home staff can arrange this provided it is safe to do so for the young person, their family member, staff and other residents. When friends or family visit the home refreshments are always provided and young people given their privacy. Where possible family visit are organised for when the young person's key worker is on shift so they can discuss the young person's progress and ask questions.

For those young people who do not have contact the home will ensure that the young person has access to an independent visitor. All appropriate checks will be made and agreements from the local authority gained.

We recognise the importance of attachment related issues for its young people and the difficulties that can arise in being apart from family. This can sometimes create issues prior to during and after contact. Staff are mindful of this and ensure that where contact takes place there is good communication between parents and the home and young people and the home on how the contact went. The home is also able to offer strategic support in difficult situations; for example in the past when it has been too risky for a young person to have contact in their home area staff have supported the contact to happen within the local area or at a half-way point between the two areas.

Some of our young people might be living far away from home. It's therefore important that we help the young people stay in touch with their family and friends from home. The staff in the homes can support this by facilitating visits where approved, telephone calls and letter writing. Sometimes relationships between young people and their families have got strained over the years, or the family might still be adjusting to the young person leaving home. In these cases the staff can also provide young people with emotional support around the times of a family visit.

Some of our young people have difficulties making friends. Another role staff can play is in supporting young people to join groups and take up hobbies where they might be able to meet new people and make new friends, and support the young people in managing these friendships.

The arrangements for contact between a young person, parents, relatives and friends will be discussed and arranged within the admission process and staff at Stafford Hall will help to support and facilitate any arranged visits.

There is a telephone available to young people to make and receive calls in private.

The Registered manager may restrict a young person's contact or access to communication, if it is found necessary for safeguarding or promoting the welfare of the young person. The Placing Authority will always be consulted should there be a need for this to happen. The young person will be informed of the reasons the restrictions are in place. Young people are allowed to write letters and receive letters in private.

Stafford Hall provides comfortable areas of privacy, for young people and their visitors.

Staff and young people are aware that should this be a risk to the young person, their possessions may be searched.

Outcomes:

Our young people:

- Experience safety and stability
- Develop their independence
- Have a positive experience of family style living
- Participate in the life of the local community
- Develop healthy relationships
- Form positive attachments
- Experience success

8 Protection of Children

The home works in partnership with the local authority and police in relation to Child Protection/Safeguarding Procedures. The procedures are written and used jointly with the local authority and the organisation, which ensure that they are accessible and familiar to all the staff team. The home has extensive and robust safeguarding policies to manage and protect children/young people, staff and visitors. Home managers are responsible for ensuring that all incidents involving harm or risk to a child or young person in the organisation's care are reported promptly to the local

Child Protection/Safeguarding team and/or Ofsted as appropriate. This includes incidents, which may have occurred (or are alleged to have occurred) whilst the child or your person is away from the house, at school or home leave visits, etc.

It is the policy of the organisation that bullying will not be tolerated under any circumstances and all staff should be constantly vigilant in respect of bullying. Significant numbers of children in our care are vulnerable to bullying due to past experiences in their lives and many others will bully other children as a means of protecting themselves. All cases of bullying are taken seriously, will be recorded and restorative work between young people will be undertaken. Staff teams will regularly undertake risk assessments where the incidents of bullying are evident or suspected and take every step to reduce or resolve any acts of bullying. The home accepts responsibility for every child and young person in its care and will respond immediately to any situation of a young person being absent from the home without permission.

As a corporate parent, the home is entitled (and required) to view any instance of absence as potentially serious and will undertake a series of escalating actions geared towards returning the young person to the safety and comfort of the home. The home will ensure that care plans and relevant risk assessments are in place for all young people and where a young person is deemed to have history of being absent or assessed as being high risk of going absent, preventative measures will be considered and recorded within their individual plans.

The home will work in partnership with the placing and host authority, police and other relevant agencies and the young person to reduce the risk and frequency of periods of absence.

All staff are made aware of and do not exceed the measures they can take to prevent a young person from leaving the Home without permission under current legislation and government guidance.

8.1 The Homes approach to monitoring and surveillance of children

The home has CCTV systems in the external areas only.

Stafford Hall will monitor children in the home 24 hours a day 7 days a week, 365 days of the year. We have alarms on the fire doors to alert staff if these have been opened. We do not currently have any listening devices or monitoring systems. There will always be waking Night staff in place which puts an emphasis on keeping the home safe at nighttime.

The staffing rota provides flexible arrangements to meet the needs for the provision of activities and to cover busy times for children. Additional staff will be available during non-school times, in the evenings and weekends.

All staff have telephone access to the Home's senior staff for support/guidance by way of 24hr x 7 day a week on call person out of hours.

All staff are trained in safeguarding and understanding how to report and record any concerns around young people welfare and safety. There is a clear safeguarding policy in place, a flow chart of how to respond to abuse is located in the staff office on the notice board for quick reference. Young people are spoken to during key working session on how to keep themselves safe in/outside of the home. Information for young on how to keep themselves safe are also displayed on young people's notice board.

Stafford Hall is a mixed gender home and is set out over three floors and these areas are supervised by staff constantly when young people are on the premises.

A safe location risk assessment is also carried out of the area in which the home is located, this risk assessment indicates a low risk.

Staff are trained in risk management and are able to develop risk assessment with young people in helping to keep themselves safe.

8.2 The homes approach to behavioural support

The young people who are looked after at Stafford Hall are cared for within an ethos in which they are treated with unconditional positive regard, where they are aware of their rights and responsibilities and where there is an expectation that they will behave in ways which are acceptable and conducive to living harmoniously with other people.

Emphasis is placed on rewarding acceptable behaviour and on helping young people gain resilience and coping mechanisms. This is achieved principally through the warm and positive relationships that exist between young people and staff. We work with our clinical partners to ensure our behaviour management interventions are individualised and effective. There is also the Stafford Hall behaviour management strategy in place, which rewards young people for having an appropriate lifestyle and routine.

On occasions young people will behave in ways that are unacceptable, there may be a natural consequence to their actions, this may be from a safety perspective or if remedial action is required towards property or people to make it good again. Stafford Hall do not currently use sanctions to modify behaviour.

8.3 Management of restraint and physical intervention

Stafford Hall staff recognise that an important stage in a young person's life is learning what acceptable behaviour in differing situations is. Wherever possible our staff interventions will be based on reward, not punishment, with emphasis placed on sound professional relationships, honesty, trust and respect.

There may be occasions when it will be necessary to help and encourage young people to learn that their behaviour has been unacceptable by imposing some form consequence for their behaviour.

Young Foundations has met the standards set out in the BILD Code of Practice 2014 and have gained accreditation through the BILD Accreditation Scheme

It is the expectation of Young Foundations that all staff respond positively to acceptable behaviour, and where the behaviour of young people is regarded as unacceptable by staff, it is responded to by constructive, acceptable and known measures approved by the company.

Physical restraint is only permissible when it is necessary to avert:

- An immediate danger of the child or young person injuring themselves, others or seriously damaging property.

Physical restraint must not be used:

- As a punishment.
- Simply to secure compliance.
- To cause or threaten hurt in an aggressive, intimidating or bullying way.

Also see the legal framework in the Positive Management of Behaviours that Challenge Policy (including the appropriate use of physical intervention)

Young Foundations has researched several models of positive and protective handling strategies for young people and feel that the most appropriate model to use in relation to the young people that are placed within Young Foundations Homes is the "Foundations for Safer Care" programme.

This particular model of training is in line with the guidance laid out by the Department of Health – Guidance for Restrictive Physical Interventions. All staff will be given appropriate training in this crucial area and selected staff and representatives from each individual home will receive specific training in order to deliver this package of intervention support.

Young Foundations believes that the purpose of physical intervention should be to provide the minimum necessary external controls to ensure the safety of the young people, staff and property. Physical interventions should never be used to discipline or punish.

Not only is the Foundations for Safer Care programme tailored to meet the need of the children within the Young foundations homes, it is further individualised to meet the needs of each young person as an individual based upon historical childhood events, size, behaviours, competency, understanding and the specific behaviour demonstrated to ensure proportion and reasonable interventions.

Physical Intervention is only part of broader intervention that includes the use of de-escalation and diffusion strategies, behaviour support planning and risk assessment, using a multi-disciplinary approach including health, education and clinical input. The focus of the training delivered is the emphasis of knowing the child and relationship building as, during any delivered training due to the familiarity of the training staff with the children, scenarios can be discussed, children's specific behaviours can be problem solved before methods and techniques are taught as a last resort. The promotion of physical intervention as a means of keeping a child safe during instances whereby they cannot do this themselves is the ethos of the training.

Each young person will have an individual presenting behaviours risk management plan with guidelines and advice to assist in behaviour management, when physically intervening staff must give thought to the young person's age and understanding, capacity for understanding risks e.g. no concept of road or community dangers, history of placing themselves or others at risk, any force used must be reasonable in the circumstances, necessary and proportionate to the situation. Equally, thought and assessment must be given to historical emotional or difficult events with the childhood of a young person and considerable thought and assessment given to the possible trigger of touch which is necessary during physical intervention.

All young people are de-briefed following any physical intervention. They also have the opportunity to speak to the Registered Manager about the incident.

When a physical restraint has taken place, the young people will be offered medical assistance, as required. The child is given time to re-connect and debriefs are carried out in order for the child to discuss feelings and look at ways to avoid further behaviours.

We also ensure that staff are appropriately supported and de-briefed following physical intervention.

All incidents of physical intervention will be recorded in the home's log. The Registered Manager closely monitors this area of practice to ensure the decision to apply restrictive physical intervention was appropriate after exhausting all other interventions. The effectiveness of the hold is monitored and appropriate learning is shared.

Physical interventions are also monitored through the regulation 44 and 45 process, organisational quality assurance reports and the homes key performance indicators.

9 Leadership and Management

9.1 Details and work address of Registered Provider, Responsible Individual and Registered provider:

Young Foundations Ltd (5029887)
 Alexander House Highfield Park, Rhyl LL16 4LU
 T 01824 790600

Responsible Individual: David Roach
 Young Foundations Ltd
 Address and Contact numbers as above
david.roach@youngfoundations.com

Registered Manager: Jodie Sanderson
 Stafford Hall School, Cheltenham Place, Halifax, HX3 0AW
 T 01422 305 910 / 07811414787
Jodie.Sanderson@youngfoundations.com

9.2 Details and Qualification and experience of staff

All staff at Stafford Hall are required to complete a training plan founded on the requirements included in the Quality Standards. All new staff will receive a planned and robust induction and then progress to Diploma Level 4 in Residential Childcare if required. In addition all staff will be required to complete all mandatory training throughout their induction. This will be refreshed regularly where required.

CEO – Niall Kelly

Experience –

Niall is an experienced and qualified Managing Director of Children's Services. He started his career in 1993 at a nationally renowned therapeutic community for children who have suffered trauma in the first three years of life. He lived and worked there for 13 years, spending 10 of those years as a Registered Home Manager. From there, he joined a specialist company working with child sexual abuse as a Senior Manager and then Assistant Director, raising standards of delivery and outcomes beyond expectation of all stakeholders.

Niall qualified as MBA (Public Services) from Warwick Business School in 2011. He is currently studying for a PhD, with a research interest in leadership and management in children's services, at the same university.

Niall joined Young Foundations as Managing Director in November, 2013 and progressed to CEO in 2020.

Managing Director – Seona Weir

Experience –

Seona has significant experience across health, education and social care. Seona qualified as a nurse in 1990, RNLD and remained in the NHS until 2007. During this time she worked in hospital, community, practice development and management finishing her career in the NHS as the Lead Nurse for Learning Disability Services. On leaving the NHS Seona took up post as a lecturer, lecturing across the health, social care and social science curriculum.

Wishing to return to more direct practice, Seona joined Young Foundations Ltd in 2014 as a Registered Manager for the Red House, moving to Regional Manager and subsequently Regional Director in 2020. Seona took up post as Managing Director for Young Foundations Ltd. December 2022.

Qualifications –

RNLD 1990, BSc In Health Studies 1996, Post Grad Management 1998, Post Grad – Learning Disabilities Studies 2002, TQFE – Post Grad teaching 2010.

Operations Director – David Roach

David Roach has worked within Residential Care since 2007. He is a qualified to NVQ 4 level in both, HSC children and young people and Leadership and management, and holds a NVQ level 7 ILM – in strategic management. David has extensive experience with a variety of young people across a range of settings spanning English and Welsh legislative frameworks.

David started his career with New Reflexions progressing to a senior level before becoming a Deputy Manager at Branas Isaf, specialising with young people presenting sexually harmful behaviour. David returned to New Reflexions in 2012 and spent over five years as a Registered Manager, prior to obtaining the position of Service Manager and then Director, a position he held for four years before joining Young Foundations in December 2023 as Director of Operations. David is focused on continual improvement for staff and young people/adults and promotes this through his practice and oversight.

Registered Manager – Jodie Sanderson**Experience**

An auxiliary nurse at Calderdale Royal Hospital for a number of years.

9 years' experience within young foundations. Starting at Stafford Hall from the beginning of the service being opened. Promoted internally from Residential Support Worker (RSW), to Senior RSW, then to Lead Senior then on to Deputy manager, becoming Homes manager in 2020. Achieving Children and Young Peoples national award for Childrens home manager of the year in 2022.

Following a period of maternity leave Jodie developed, set up and registered Amisfield house (A sister home to Stafford Hall) and ensures a high level of care is achieved for the young people supported. Returning to Stafford Hall in December 2023 to continue to develop the service, team and especially the young people.

- Level 5 Diploma in Leadership and Management is currently ongoing (to include a break in learning due to covid and maternity leave) End Date May 2024
- Diploma Level 3 (Health & Social care)
- First Aid QNUK L3 Award in Emergency First Aid at work (RQF)
- Safe Handling of Medication Level 3
- Supervision
- Safer recruitment
- Attachment and Trauma
- Autism and sensory processing
- Drawing and talking therapy
- Designated Safeguarding Lead
- Foundations for safer care
- Therapeutic parenting and PACE

Deputy – Carolann Hudson**Experience**

6years' experience at Stafford Hall. Foundations for safer care (FFSC) instructor for 5 years, was promoted internally from Residential Support Worker (RSW), to Senior RSW then to Deputy Manager in March 2024

- Enrolled on Level 5 Diploma in Leadership and Management.
- Diploma Level 3 (Health & Social care)
- First Aid QNUK L3 Award in Emergency First Aid at work (RQF)
- Safe Handling of Medication Level 3
- Supervision
- Safer recruitment
- Attachment and Trauma
- Autism and sensory processing

- Designated Safeguarding Lead
- Mental Health First Aid
- Professional boundaries
- Epilepsy Level 3

Deputy – Max Harrison

16 years' experience working in a variety of health and social care settings, supporting adults, children and young people in residential settings. Over 3 years' service within young foundations, as a residential support worker, senior support worker and as of December 2023 – acting deputy at Amisfield house, before becoming permanent deputy manager at Stafford Hall in March 2024.

- Level 3 diploma in health and social care
- Qualified in emergency first aid.
- Safe handling of medication level 3
- Supervision training
- Safer recruitment
- Extensive experience in managing challenging behaviour and implementing de escalation.
- Autism and sensory processing
- Makaton training level 3

Senior Support Workers x 6

Faith Shiroda

Start Date: 27.2.17

- Designated Safeguarding Lead
- Diploma Level 3 (Health & Social care)
- First Aid QNUK L3 Award in Emergency First Aid at work (RQF)
- Safe Handling of Medication Level 3
- Safer Recruitment

Joanne McAdam

Start Date: 22.10.18

- Designated Safeguarding Lead
- Diploma Level 3 (Health & Social care)
- First Aid QNUK L3 Award in Emergency First Aid at work (RQF)
- Safe Handling of Medication Level 3
- Safer recruitment

Wakas Munir

Start Date: 28.11.19

- Designated Safeguarding Lead
- Enrolled on Level 5 Diploma in Leadership and Management.
- Diploma Level 3 (Health & Social care)
- First Aid QNUK L3 Award in Emergency First Aid at work (RQF)
- Safe Handling of Medication Level 3
- Safer recruitment

Lee Bell

Start Date: 1.4.19

- Diploma Level 3 (Health & Social care)
- Enrolled on Level 5 Diploma in Leadership and Management
- First Aid QNUK L3 Award in Emergency First Aid at work (RQF)
- Safe Handling of Medication Level 3
- Safer recruitment

Emma Sutcliffe

Start Date: 13.12.21

- Enrolled on Level 4 Children, Young People & Families Practitioner
- Safeguarding Level 2
- Safe handling of medication Level 3
- Safer Recruitment

Current Vacancy

Support Staff

Daniel Addy

Start Date: 15.11.23

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Hayleigh Smith

Start Date: 12.2.18

- Level 3 Children, Young People & Families Practitioner qualified

Tracy Allen

Start Date: 15.12.22

- Enrolled on Level 4 Children, Young People & Families Practitioner

Afolabi Olukoya

Start Date: 17.11.22

- Enrolled on Level 4 Children, Young People & Families Practitioner

Emily Grange

Start Date: 18.7.22

- Level 3 Children, Young People & Families Practitioner qualified

Tanya Legras

Start Date: 28.8.18

- Level 4 Children, Young People & Families Practitioner qualified

Jessica Courtman

Start Date: 6.11.23

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Micheal Primus

Start Date: 12.1.23

- Enrolled on Level 4 Children, Young People & Families Practitioner

Richard Booth

Start Date: 7.1.22

- Enrolled on Level 4 Children, Young People & Families Practitioner

Cody Webster

Start Date: 9.1.23

- Level 3 Children, Young People & Families Practitioner qualified

Michelle Reike

Start Date: 22.4.22

- Enrolled on Level 4 Children, Young People & Families Practitioner

Arsalan Hussain

Start Date: 21.9.23

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Danyaal Asif

Start Date: 6.11.23

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Leslie Waterhouse

Start Date: 7.10.21

- Enrolled on Level 4 Children, Young People & Families Practitioner

Louise Conyers

Start Date: 14.9.15

- Level 3 Children, Young People & Families Practitioner qualified

Remone Palmer

Start Date: 13.9.22

- Level 3 Children, Young People & Families Practitioner qualified

Nageena Moghul

Start Date: 25.3.24

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Anthony Clowes

Start Date: 18.3.24

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Peter Campbell

Start Date: 4.3.24

- Level 3 Children, Young People & Families Practitioner qualified

Jayd Ashton

Start Date: 18.3.24

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Hassan Ashiq

Start Date: 18.3.24

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Jaqueline Nelson

Start Date: 18.3.24

- Level 3 Children, Young People & Families Practitioner qualified

Donna Green

Start Date: 18.3.24

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Sumaiya Subhani

Start Date: 18.3.24

- To be enrolled on Level 4 Children, Young People & Families Practitioner on passing probation

Donna Easton

Start Date: 18.3.24

- Level 4 Children, Young People & Families Practitioner qualified

Sanah Javed

Start Date: 18.3.24

- Level 3 Children, Young People & Families Practitioner qualified



















Bank Staff

Dave Anderson

Start Date: 7.1.20

- Enrolled on Level 4 Children, Young People & Families Practitioner

At Stafford Hall, staff have access to a range of training programmes where we use both internal and external trainers and tutors. Training made available to our staff team can include:

-  Induction training for all Young Foundations staff.
-  Level 3 Diploma for the children and young people's workforce. (where appropriate)
-  Child Protection/Safeguarding.
-  Managing Challenging Behaviour "Foundations for Safer Care" programme.
-  Risk Assessment.
-  Health and Safety & First Aid.
-  Food Hygiene.
-  Equality and Diversity.
-  Communication Skills.
-  Fire Precautions.
-  Supervision.
-  Safer Recruitment.
-  Administration of Medicines.
-  Autism
-  Developmental Trauma
-  Therapeutic parenting and PACE
-  Makaton Training
-  Graduate Part-Sponsorship Programme: FdA/BA Therapeutic Childcare Degree

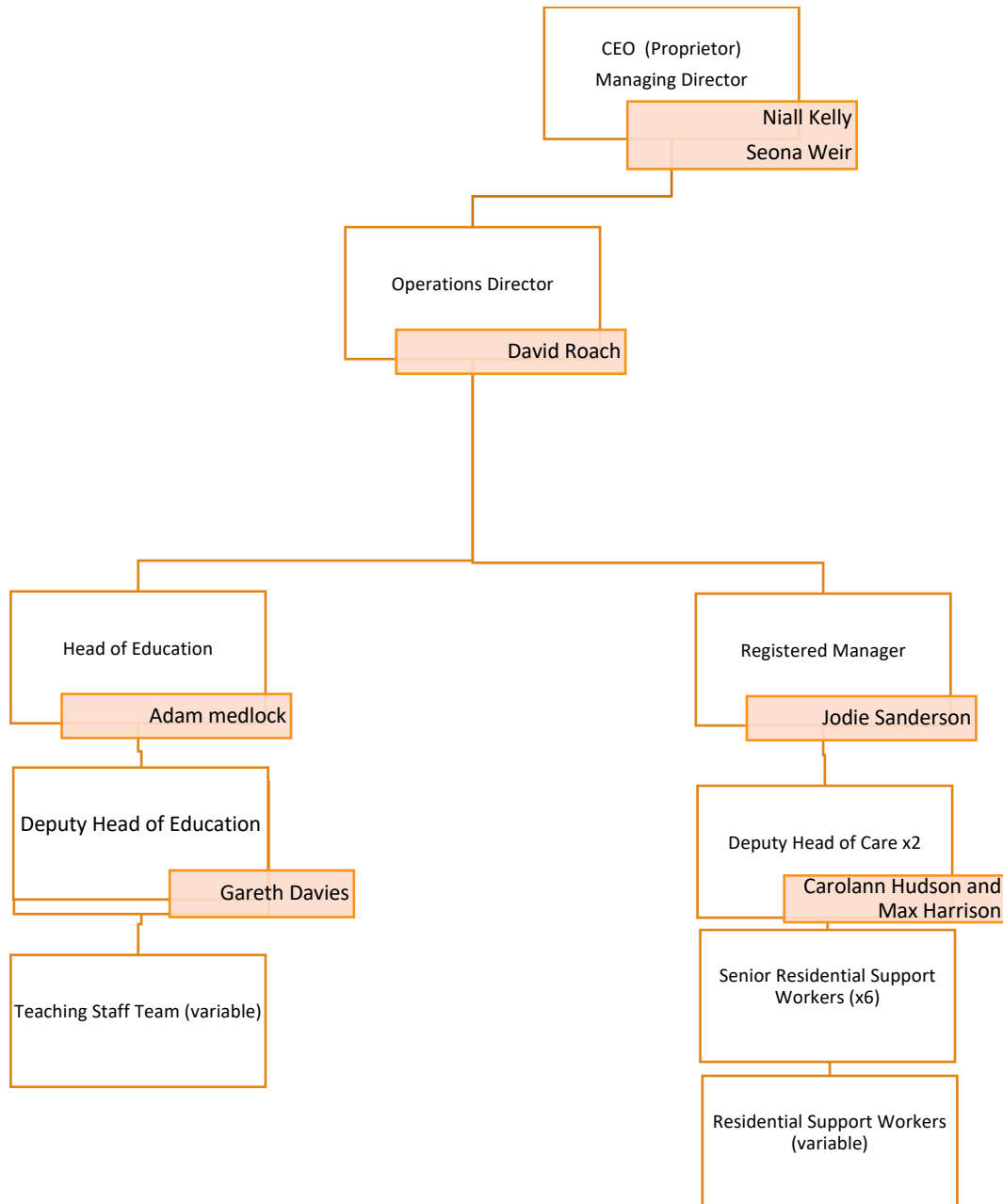
Staff are supported through probationary period, regular supervision meetings and performance management. Senior managers visit the service at regular intervals to conduct monitoring visits, perform observations or meet with staff. In addition to accessing the Senior Leadership Team at Stafford Hall, all staff have access to additional Senior Managers through our Head Office or on call system. The continuous development of staff members and will ensure they have the opportunity to attend the required training and complete the qualifications relevant to their current or future roles. Training packages will be available for keyworkers for bespoke and individualised training needs relevant to their key child. Training will be provided on a regular basis to ensure all staff

9.3 Staff contingency arrangements

Staff contingency planning would involve utilising staff hours from the current staffing team.

There is an on-call rota for out of hours.

9.4 Staff and Management Structure



New staff members are supported by their line manager to undertake an induction process, which comprises of an Induction, supervisions, in house training and shadow shifts, with the probationary period being monitored/measured and completed within 6 to 9 months.

All current staff members have completed or are working towards a minimum of a Level 3 qualification. (This was previously the QCF Level 3 in Children & Young People's Workforce has been replaced by the QCF Level 3 Diploma in Residential Childcare from April 2015). (This has now been replaced by Level 4 Diploma)

The Registered Manager will have Level 5 Diploma in Leadership and Management for Residential Childcare or

(ii) a qualification which the registered provider considers to be equivalent to the Level 5 Diploma.

(3) The relevant date is-

(a) in the case of a person who starts to manage a home after 1st April 2014, the date which falls 3 years after the date on which that person started managing a home;

The staff teams work a 12 hour shift pattern and there will be a minimum of 1 Senior Residential Worker on days (or shift leader) and a variable level of Residential Workers on duty throughout the day and waking nights to meet the needs of the services. There may also be sleep in staff when required.

If the needs of a young person dictates otherwise, staffing levels may be increased to ensure the safety and wellbeing of all young people in placement.

The Registered Homes Manager and Deputy Managers work Monday to Friday 9a.m.–5 p.m. and an on-call system is available to staff outside office hours.

9.5 Professional supervision arrangements for staff, educators and health care professionals

Stafford Hall follows the safer recruitment policy. The company procedure and home's practice is in line with the statutory requirements on supervisions. All contracted staff members have regular supervisions and care is taken to match up supervisors and supervisees to maximise the development of the staff. During the six month probation of staff, at 2, 4, and 6 month a review will take place. Their probationary period may be extended for a maximum of 3 months (total of 9months from start date). All new staff are required to undertake core training within the first six months of their probationary period.

Supervisors are encouraged to create an open and relaxed environment during supervision so that strengths and weaknesses can be addressed in the right way.

Supervisions are planned for quiet parts of the day so that staff are able to get the supervision done without being disturbed and without impacting on the care provided.

The homes manager is also supervised monthly by the Regional manager.

The way staff look after young people is central to providing a high quality service. In order to support staff to provide excellent care a thorough programme of training is provided.

There are some key training courses that all staff must attend, and then there are a series of supplementary courses that staff can attend depending on the needs of the young people they are caring for. But high quality care is not just about staff receiving training. It is about how this knowledge is translated into practice. That is why all staff receive regular supervision from a senior member of the team, and why the team has regular team meetings. In these meetings staff can talk together about the way they care for the young people and agree the best ways to support the young people. In addition, each home is supported by a psychologist and a psychiatrist.

Stafford Hall provides high levels of care by an experienced staff team who are trained to work with young people who present behavioural difficulties.

Young foundations are firmly committed to the training & development of each member of staff, recognising the essential need for staff to have access to resources and materials that equips them in relation to the changing environments within the child care sector.

All staff are required to adhere to the organisational policy and practice in respect of safer staff recruitment, supervision, training & development programme,

All staff are required to participate in staff meetings and supervisions thus enabling them to share ideas and learn from each other in an informal setting.

All staff will participate an annual appraisal to monitor their performance and career development.

All staff have individual training and development portfolios and are required to attend all internal and external training. All staff are required to achieve their Diploma level 3/ 4 in Children's Residential care, staff are registered on this qualification following successful completion of their six-month probation.

The registered manager and deputy manager of the home is required to identify an annual training schedule for the staff, in consultation with the Director of Young Foundations.

Good quality care is supported through excellent access to the latest evidence-based research, as well as ample opportunities for teaching, training and participatory discussion.

9.6 Gender status of the home and positive role models

Stafford Hall employs a mixed gender staff team to promote role modelling of both genders. If the home did not have a mixed gender staff team the home would liaise with the regional manager around the possibility of seconding staff members from alternative services based on gender. If it was not possible for the home to have a mixed gender staff team the home would enlist the services of an independent visitor or mentor.

A minimum of six staff is in the home at any time, day or night. Efforts are made to ensure the staff on duty represents a range of experience, gender balance and qualifications. Where identified as beneficial or through risk management, staffing levels are increased to meet the young people's needs, for instance in the evenings, at weekends, during holidays or when specific young people have a greater need for attention.

Stafford Hall has a mixed staff group of male and female staff who are carefully matched as Key workers to children. Part of the key working role is to be a good role model to their key child.

The overall aim of Stafford Hall is to provide a safe, nurturing, caring and homely environment for each child, where issues and concerns affecting both their past and their future can be positively addressed and supported. Regular key worker time will allow for children to build positive relationships at the same time as modelling behaviour. Working in partnership with each child, their families and other professionals we endeavour to enhance each child's levels of self-esteem by creating and maximizing safe opportunities in which to learn, develop and realise appropriate degrees of self-determination. This partnership work is focused around placement plans, which will inform future permanence.

10 Care Planning

10.1 Admission process

The home has a referral and admissions policy that supports all children and young people who move into a residential home to be admitted in a planned and sensitive manner. The home will ensure that arrangements are planned and executed in order to make the arrival and admission of a young person as pleasant as possible.

The home will aim, where possible to follow a model of admission in line with the schedules set out in The Care Planning Placement and Case Review (England) regulations 2010 amended 2013.

The home normally has planned admissions where the child or young person has a say in their placement and future plans for their care and welfare where appropriate.

We aim to offer a period of transition throughout the admission process, whereby the child will be invited to the home to spend time to get to know the staff and other children. Throughout the admission process the child's identified keyworker will attend any meetings, and visit the child in preparation for transition into Stafford Hall.

Upon arrival young people will be welcomed, reassured and we will ensure the following:

- That the young person is welcomed and introduced by the Registered Manager or Team Leader
- That the young person's key worker is there to welcome them where at all possible
- That the young person's bedroom has been prepared for their arrival
- That their immediate physical needs will be met
- That they are shown around the building
- That time is taken to explain the situation to them
- That the young person has received a copy of the Children's Guide and a member of staff spends time explaining it
- That they are shown the fire evacuation process
- That the young person has received a copy of the Complaints Procedure and understands their rights.

Care is taken that this process is both formal and young person-centred. It is designed to offer reassurance and to minimise the anxieties and worries that young people experience when arriving at a new place.

At the point of a placement commencing a 12 week review period begins. This requires input from the young person's care team and the initial inclusion of the homes designated psychologist. This assessment will contribute towards formulating the longer term care package combined with identifying specific support requirements for the individual.

Our criteria for admission of children to Stafford Hall.

Referrals

All referrals in the first instance should be made to Central Services on Info@youngfoundations.com or alternatively where appropriate Registered Manager Jodie.Sanderson@youngfoundations.com

In all instances we will require the completion of referral forms. The providing of accurate and up to date information allows for an informed and prompt decision to be made and the most appropriate placement to be found.

Careful Admissions

Before young people move in each young person is assessed by a manager from Education and Care, our clinical team will be involved in the process where possible. It is important that we are confident that we can manage any risky behaviour that a young person presents with, and that we can provide the kind of support that young person needs in order to develop and thrive. The manager

who does the assessment will also consider whether the young person will fit in with the group that is already living in the home. It is important we get the mix of young people in each home right.

Stafford Hall provides residential care for young people and young people, aged between 11 and 19 years old. The young person is at the heart of everything we do - we strive for stability, calm and a feeling of security and safety for the young person, who often may have come to us following a string of unsuccessful placements.

We pride ourselves on providing a secure and nurturing home, giving children the space and opportunity to settle, develop and ultimately make progress. Children who are referred to us may have a range of difficulties including: learning difficulties / disabilities, Autism, complex needs

Monitoring Progress Thorough Assessments

Before the young person arrives the manager and the staff at Stafford Hall collect all the information they need to make sure they can develop the care plans. These care plans specify how the young person needs to be supported to ensure they are healthy, safe, and fulfilled.

After the young person moves in we spend some time getting to know them, and allowing them to get to know us. In the first 12 weeks we complete a full assessment of their needs, their difficulties and their goals for the placement.

During the first 12 weeks we will assess the young person's:

- Health needs.
- Psychological needs.
- Behavioural support needs.
- Educational needs.
- Practical skills.
- Daily support needs.
- Hopes and wishes for the future.

The relevant admission forms and permissions will be completed along with the Placement Plan, which, upon completion should be signed by all concerned including the young person. All missing information will be identified and action to obtain it will be agreed. Reviews of Placement Plans will be ongoing throughout the placement. In all circumstances a contingency plan will be discussed and recorded.

A key worker will be identified within the first week of any placement and an independent visitor will be sought at the earliest opportunity after admission where appropriate.

The arrangements for contact between a young person, parents, relatives and friends will be discussed and arranged within the admission process and staff at Stafford Hall will help to support and facilitate any arranged visit.

The assessment of each young person admitted to the service is multifaceted. Alongside the utilisation of the skills and experience of staff from a number of disciplines, a range of assessment instruments will also be used, depending upon the individual needs and presenting strengths and difficulties of each individual young person.

Assessment will help accurately establish the level of intellectual functioning of the young people or the possible presence, for example, of a pervasive development disorder. Any assessment tools that are used are established and validated instruments, appropriate to the profile of young people referred.

Progress to achieving positive outcomes will be monitored and reviewed regularly and forms the basis of planning for individual young people in line with their Care Plans. Stafford Hall places particular importance on the maintaining or establishing of health care and education for all young people.

Monitoring Progress

Just after the young person moves in we like to set some targets with them, their parents and their social worker. Together we agree what we would like to achieve whilst the young person is living at Stafford Hall. This might be to reduce the difficult behaviour they are displaying, to learn some more positive ways of coping with bad feelings, to feel better about themselves, to get back to school, to improve every-day living skills, or anything else the group decides on. The group then agrees how we will measure our progress in these areas.

All young people are also monitored using the Behavioural Incident Forms.

These forms are filled in whenever the Young Person presents with a behaviour. By recording every incident we can learn more about why the behaviour occurs. But it can also help us to see if the frequency and intensity of behaviour decreases over time.

In addition to the ABC and the Behavioural Incident Forms the team might agree that other measures could help monitor progress. For example, using a self-esteem measure if the target is to increase self-esteem, or recording of the times someone calmed down by talking to staff if the target is to learn new coping skills. It all depends on what the young person wants to and needs to achieve whilst they are with us.

10.2 Emergency admissions

Stafford Hall does not currently offer emergency admissions and all admissions are thought about in the best interests of the young people with a good transition where possible.