



Woodstock House

Statement of Purpose

June 2018



Woodstock House

Statement of Purpose

SC367623

Quality and Purpose of Care

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

All Kisimul pupils have a Statement of Special Educational Needs, have severe learning difficulties (SLD) and are accommodated on a 38 to 52 week per year basis. Respite accommodation is available to term time young people at the request of their placing authorities, families and/or social worker. Residential provision can be offered for up to 66 young people.

Pupils who also have a physical disability can only be admitted to the School if it is agreed that the physical disability is a secondary issue and they will be able to fully access all areas of the curriculum, both in care and education.

As well as SLD, children with challenging behaviour and/or autism are admitted. Challenging behaviour is defined as children with a learning disability who have behaviour which is of such intensity, frequency or duration that the physical safety of the child or others is likely to be placed at serious jeopardy and which is likely to seriously limit or deny access to and use of ordinary community schools, care or services.

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

Kisimul School believes that every child is entitled to develop in an environment which is conducive to learning, both in the academic and in the development of our young people's life skills. Our environment is safe, caring and enjoyable and one in which the young person can grow towards independence.

Kisimul School offers pupils with learning difficulties the opportunities to relate, communicate and participate in life as fully as possible and provides an environment where pupils feel secure, enjoy learning and are rewarded for effort.

This is supported by each member of staff relating to each pupil in a positive way, and by meeting all aspects of the pupil's needs through integration of school, home, leisure activities and involvement in the wider community.

Kisimul School, Woodstock House site aims to provide its pupils with a broad based curriculum that will continue to be delivered throughout a pupil's life at the school, both within the Lower School, Middle School and the Upper School. All pupils will also develop their independence skills utilising the nationally recognised ASDAN care plan scheme together with in house schemes. The emphasis is placed on equipping a pupil for life as an adult.

To operate in an environment where the views of the pupils we look after and educate are central to the care planning process, views of the young people will be ascertained in a number of different ways and will be formally recorded within the person-centred care planning process. We work closely and consult with families, significant others and multi-agency professionals to ensure that the most appropriate plans are in place. We always aim for the voice of the young person to be central to all that we do.



We aim to ensure that the residential provision works very closely with the educational provision to ensure that these appropriate plans are delivered together to effectively increase outcomes.

- 3. A description of the accommodation offered by the children's home including:**
- (a) How accommodation has been adapted to the needs of children;**
 - (b) The age range, number and sex of the children for whom it is intended that accommodation is to be provided;**
 - (c) The type of accommodation, including sleep in accommodation**

Kisimul School, Woodstock House provides sleeping accommodation in the form of three separate buildings split into five areas. Bryn, Briana, Avalina and Mireagach houses are close together and Tigh Lurach is adjacent to the main building. Mireagach provides 16 single bedrooms, and has a range of facilities including en-suites, soft room, kitchen and dining rooms, together with two rooms set aside as living or play rooms. Bryn, Briana and Avalina provide sleeping accommodation for 44 children with five double bedrooms and 34 single bedrooms spread over the three different areas of the building. All bedrooms are ensuite and the house provides a soft room, large kitchen and dining rooms and eight rooms set aside as living or play rooms. Tigh Lurach provides 6 single bedrooms in domestic style accommodation with kitchen, dining area and a range of lounge areas. Tigh Lurach provides a greater opportunity for independent living skills; access to outdoor recreational facilities, including a playground, woodland walk, swings and trampolines, is available to all areas.

The Home caters for both male and female pupils between the ages of 8-19 years. The registration is for up to 66 young pupils.

Bryn, Avalina, Briana and Mireagach houses can accommodate up to 60 residential placements between them and Tigh Lurach can accommodate a further 6. The School is registered for 75 pupils; 66 residential and we also accommodate a number of day pupils. This number reduces by the number of young people aged 18 and over for which the Children's Home provides care and accommodation.

The home is furnished to a high standard with furniture chosen being robust but homely. Bedrooms are personalised with pupils' choice of decoration and soft furnishings.

All young people will be offered a room in a house that is suitable to meet their needs; this is dependent on age, ability and peer groups. As the young people progress through the school this may necessitate a change of houses again dependant on age and suitability of peer groups. This is subject to pre-placement agreement and following consultation with the young person before and following admission. Most young people share living accommodation with peers in the same year group and particular regard is taken on issues such as personal preference, safety and potential for bullying. Their needs and those of other young people are taken into account when the decision to share is taken. Parents and placing authorities are involved as required. Requests to change rooms are dealt with in a sympathetic manner.

All of the bedrooms in Bryn, Avalina, Briana and Mireagach houses have en-suite bathrooms or wet rooms. Three bedrooms in Tigh Lurach have en-suite facilities and three share a bathroom. In order to meet the needs of certain pupils, especially those with obsessive behaviours centred on taps and water, some bathrooms have restricted access.

Likewise, some bedrooms have been equipped with modern, wood effect floor covering to minimise the effect arising from any personal care issues. This small adaptation ensures that the focus is taken away from the pupil's development problem, providing less feedback and being less disruptive.

Other adaptations are made for pupils' safety and comfort this may include, frosted film on bedroom windows, key pad access for whole site security, window width restrictors, air conditioning, specialist light fittings and power isolation switches.



Multi-sensory rooms and soft rooms are available across the site, as well as a purpose-built playground and play equipment within the grounds.

4. A description of the location of the home

Woodstock House is set in eight acres of tranquil grounds on the edge of a Surrey village. The site is easily accessible by car and by train.

The site itself is bound by its own woodland walk on three sides and has a separate training suite, reception area and meeting rooms to the front of the property. Adjacent to, and adjoining, the main site is Tigh Lurach which, in addition to accessing all the outdoor recreational facilities of Woodstock House, has its own enclosed rear garden.

The site is only 1 mile from Surbiton town centre, 5 miles from Kingston and is easily accessible from Epsom/Woking/Guildford with all the amenities that these commercial centres provide, including excellent transport links, leisure centres, swimming pools and shopping.

A robust location risk assessment is conducted annually and multi-agency partners, including the police, probation service and local authority are consulted with regard to the location. In 2016, no particular concerns were noted from multi agency partners.

Woodstock House has CCTV installed for the purposes of protecting the premises and insurance purposes. All cameras are situated on the outside of the maintenance buildings only

All images captured on tape will be kept in a secure environment and only accessed by the senior management team (and the police as part of any investigation).

5. The arrangements for supporting the cultural, linguistic and religious needs of children

The School is non-denominational. The staff teams at Kisimul support young people to follow their religious beliefs. The staff team takes into account the families' wishes in facilitating religious observations including attendances at services, following any dietary requirements and any religious rituals a young person may wish to partake in. There is an ethnic diversity of staff and young people at Woodstock House.

Our Speech and Language Therapy team support individual linguistic needs and the use of communication aids such as Makaton and PECS is encouraged.

The curriculum also enables pupils to develop an awareness of themselves, their culture and that of others. It aims to help pupils develop personal relationships and an interest in the world around them. Pupils are encouraged to participate in a wide range of multicultural activities. Art, music, movement and language work all reflect the preparations for the seasons and festivals throughout the year and the rhythm of life. Festivals are celebrated in school, during assemblies and within the care setting.

Cultural activities, celebrations and festivities are facilitated by the teaching and residential staff teams, with pupils assisted to participate at their own level.

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

Young people, relatives and referring agencies are encouraged to discuss any areas of concern at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek the assistance of a senior colleague if they are unable to help. If efforts at this level prove unsuccessful, or if the person making the complaint feels unable or unwilling to make an informal approach, reference can be made direct to the Head of Care or to the Head Teacher, who are responsible for the local operation of the Complaints procedure. If the Head of Care or the Head Teacher is unable to resolve the matter, or in the event of a serious complaint concerning the



Head of Care or Head Teacher, the matter may be referred to Donna Varley-Turner, *Responsible Individual* at Kisimul School (telephone number 01522 868279).

If the complaint cannot be resolved by discussion within the company's procedures, or if the complainant does not wish to pursue this route, they have recourse to the complaints procedure operated by the referring authority (details of which they should have received from the officer responsible for the referral), or to the Social Services Initial Contact Team, whose telephone number is 0300 123 1610.

Complaints about registered services, such as Woodstock House, can also be made to OFSTED, OFSTED National Business Unit, Piccadilly Gate, Store Street, Manchester, M1 2WD or by telephone on 0300 123 1231.

All formal (written) complaints are carefully recorded and outcomes are reviewed.

On admission, a full copy of the Complaints Policy and Procedure will be provided. Complaints may be made in person, by telephone or in writing. Written or any other formal complaints should be addressed to the Operations Manager (see Complaints Procedure for contact details). Every effort will be made to resolve informal complaints at the time the complaint is made. However, if the complainant is not satisfied the complaint can then be progressed to the formal stage.

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

It is the policy of Woodstock House to ensure that a safe and caring environment is provided at all times for the children/young people entrusted to its care, and to protect them from significant harm (Part 2 section 10 of the Children's Act 2004). The group is committed to ensuring that all children/young people attending services are kept safe and that concerns about a child/young person are followed up in the right way and to ensure that everyone including parents/carers, staff, volunteers and children/young people know what should happen and what is expected of them.

The policy applies to all staff working at Woodstock House. There are five main elements:

- Ensuring safer recruitment practice in checking the suitability of staff and volunteers,
- Raising awareness of Safeguarding Children issues,
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse,
- Supporting vulnerable children/young people who may have been subjected to abuse in accordance with their Individual Care Plan,
- Establishing a safe environment in which children/young people can learn and develop.

No form of bullying nor intimidation is tolerated anywhere within Woodstock House, irrespective of who the victim or perpetrator may be. The overall philosophy on these issues is set out in the company's comprehensive behaviour policy. This covers all forms of bullying and intimidation in all circumstances and applies equally to young people, staff and visitors. It is based on the philosophy that everyone is valued as an individual. The basic respect inherent in this value statement is the foundation of the expectations of each other.

Woodstock House follows the **Child Protection and Safeguarding Policy** (OPED 05) in line with The Local Safeguarding Board. The local procedure is framed in the context of the Company's overall policy and procedure. Full training in the appropriate procedures is provided as part of the induction process for each new member of staff and reinforced in periodic refresher training and through supervision.

It is the philosophy of the group that the overriding principle to be followed is that **the child/young person's welfare is paramount and this takes precedence over doubt**. This means that all allegations made by children, young people or adults will be taken seriously and investigated accordingly. This helps the organisation to protect those that use the group's services and also the staff and volunteers that work with it. However, Woodstock House does recognise that when an allegation is made this is a very difficult situation and it will endeavour to



ensure that staff are fully supported throughout the process. (OPED 59 Managing Allegations Policy)

The home operates to a missing person policy agreed with the local police. A full record is made of the circumstances. Parents and referring agencies will be kept fully informed and consulted as necessary. The Surrey Police protocol is used in situations where young people may have gone missing from the home.

Key policies are available on the Kisimul's website including the safeguarding and behaviour management policies. As they are reviewed the latest versions will be uploaded to the website. These policies will also be available to all Woodstock House staff at all times, in the school and in each home.

Views, Wishes and Feelings

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

Kisimul School admits pupils with severe learning difficulties, all of whom may also have autism, speech and language difficulties and challenging behaviour. The Picture Exchange Communication System (PECS) is one way in which pupils, who are able to do so, express an opinion or request activities/items proactively.

Consultation takes place most effectively by tailoring questions at a level appropriate to the individual pupil's understanding. In this way pupils are able to comment on the operation of the School and their likes and dislikes. A 'Pupil's View' format enables them to answer basic questions with the help of rebus signs.

Pupils are able to consult with senior staff or the Head of Care at any time if they have an issue to discuss. Each young person is allocated a keyworker with whom they can communicate using a variety of skills and tools. The keyworker will relay any issues to the appropriate person themselves or on behalf of the young person they are advocating for.

The School has good relationships with parents and invites feedback by telephone, email or in person. A termly questionnaire is also sent to parents together with a copy of the latest version of the Complaints Policy and Procedure. Regular Parents' Evenings and a Graduation Day are also held.

Parents, social workers, education placement officers and advocates are all invited to attend reviews where they can discuss operational matters. At each review parents and local authority representatives will comment on their findings with regard to practices and procedures at Kisimul School. Pupils may occasionally attend the latter part of their review for consultation and feedback purposes where appropriate. The Reviewing Officer will write a report on the progress of the child as well as their specific emotional well-being.

The Individual Pupil Care Plans (IPCPs) are reviewed six monthly (more often if required) and agreed at social services reviews. IPCPs are sent to the parents and the social services department of the placing authority prior to reviews, and are agreed and/or amended at the review. IPCPs are collated between three and six months after the initial arrival of the pupil. They outline the behaviour strategies as well as the likes, dislikes and social profile of the child. Detailed behaviour strategies are outlined in Individual Reactive Strategies (IRS).

9. A description of the children's home's policy and approach in relation to: (a) Anti-discriminatory practice in respect of children and their families; and (b) Children's rights

Irrespective of background or religion, Woodstock House will strive to meet individual needs. The rights of all young people are respected and promoted as a basic principle of Woodstock House and the group, which states that every pupil is valued for themselves as an individual, irrespective of any aspect of their background, or any other personal or cultural characteristic.



This idea of positive regard for others, in an atmosphere of high, but realistic expectations, is promoted throughout the community as a desirable value and discussions concerning any breach of this standard are taken very seriously by all.

Kisimul's commitment to this statement will be embodied in all aspects concerned with the care and education of its children and young people, relationships with families and employment practices.

Kisimul School subscribes to and actively encourages the implementation of the Children Act 2004, the Human Rights Act 2000 and the Equality Act 2010. All children with learning disabilities have the same intrinsic values as anyone else and they therefore share the same rights and responsibilities.

The Regulation 44 and 45 processes also give the young people opportunity to engage in consultation. In particular the independent Regulation 44 process ensures that the views of young people are sought in the inspection, which is unannounced. Young people have a contact number for the independent inspector so that independent consultation can happen when and if a young person requires it.

At the point of formal reviews pupils are formally consulted about the service that is provided to them. This may be a review of their Education and Healthcare Plan (EHCP, Children and Families Act 2014) or a Looked After Child Review (Children Act 2004.) Kisimul is clear that in all recording and planning with young people their voice is central to the planning. Advocacy services can be used to obtain their views and is frequently done through NYAS. It is recognised that children and young people cannot always have their wishes and feelings met as these need to be balanced with protection but Woodstock House strives to operate an understanding and listening environment.

Education

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

All young people admitted to Woodstock House, whether on a term time only or 52 week basis, undertake an individual programme of full-time education tailored to their specific needs. Each child will follow the National Curriculum at their own level and pace, in a culture that sets realistic yet high expectations of everyone. Staff are trained to recognise the types of challenges that young people in this client group face in achieving their full educational potential. All will have the opportunity to aspire to and obtain qualifications and certificates of attainment. Woodstock has a number of classrooms with no more than seven pupils to a class, this is staffed on a very high staffing ratio in order to achieve all targets within their ILP which is supported by their statement of special educational needs or Education Health and Care Plan (EHCP).

There are extensive educational resources, including DT food. Woodland Walk and horticultural area. Woodstock House has interactive white boards in all classrooms; each class room also has iPads and ICT hardware and software to meet the needs of the pupils. There is also an OT suite which forms part of the curriculum for a large number of pupils.

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

Curriculum

All pupils have a Statement of Special Education Needs or Education, Health and Care Plan and an Individual Learning Plan tailored to the young person needs. The School provides a broad, balanced and stimulating curriculum that aims to promote the spiritual, academic, personal and social development of each individual. There is access to the National Curriculum with differentiation appropriate to the pupil's level of cognitive ability and attention span.

The school aims to provide a rich, caring, safe, structured environment in which SLD pupils may develop their own personal identity, skills and interests. This provides an interface for the pupils



to use as they join together with society, through a variety of media and on a variety of levels with peers, adults and family, in work and in recreational time. It provides role models and demonstrates life skills, whilst offering each pupil the opportunity to experience and practise safely within the established boundaries suggested by society.

Inherent in the Woodstock House philosophy is the basic understanding of respect for each person as an individual. The school strives to address the special needs of the whole multi-faceted SLD child. At Woodstock House the individual child is the focus, with staff the facilitators, role models and mentors. The academic, emotional, physical and spiritual unfolding of the child is nurtured through a carefully balanced, developmentally appropriate curriculum. A variety of interventions are being used and developed. Quality teaching experiences within a quality care setting are fully supported to promote success and achievement. This in turn encourages good citizenship and qualities necessary to effectively and ethically participate in the wider world.

The Head Teacher is supported by a team of Assistant Head Teachers, lead teachers, teachers and classroom assistants.

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

All pupils attend Woodstock House. Kisimul School is registered as an independent special school; Woodstock House is registered as a children's home.

Enjoyment and Achievement

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

As part of the 24 hour curriculum Woodstock House has a structured activity timetable for evenings and weekends which ensures that all pupils have the opportunity to take part in recreational and leisure activities both in the school environment and the local community. Appropriate vehicles are available to support/enhance this. Various strategies are used to encourage participation, including visual timetables, social stories, positive reinforcement, verbal reassurance and a phased programme of achieving engagement.

Activities are organised in small groups or on an individual basis to enable all children to participate. These include trips to central London, swimming, bowling, shopping, cinemas, concerts, zoos, farms, wildlife parks and adventure parks. Children request trips for specific interests such as attending Dr. Who exhibitions, visits to Digger Land, X-Factor shows and trips to see specific music stars perform live. All such activities including holidays/days trips are in line with their individual needs and organised under the supervision of appropriately qualified staff and comply with relevant company policies.

The children's interests in music, video and gaming are also provided through the use of MP3 players, computers, PlayStations and iPads.

The children visit markets to purchase ingredients for cooking dishes from a variety of cultures. They also hold library membership to borrow books that interest them. Age appropriate activities such as pamper days for the older girls and meals out in the evenings are also provided.

The young people's interests in music, video and gaming are also provided through the use of MP3/MP4 players, computers, PlayStations and iPads.

Health

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



- (a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and**
- (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed**

The School operates a comprehensive approach to care in line with the principles outlined in this document and the prospectus. Any specific requirements identified for particular therapeutic interventions within the agreed placement plan will be provided either directly, where the appropriate expertise exists in-house, or by arrangement with either the child's existing therapist, or by referral to an accredited therapist. An additional charge may be payable for this service.

All pupils are registered with local general practitioners. Pupils are registered at Esher Green Surgery, which whom the School has an excellent relationship. The School is well serviced by various specialist hospitals and support appointments for any specialist treatments or consultations. In addition, pupils are registered at the local optician and dental surgery to enable regular check-ups.

On admission to the School, the pupil's parent or social worker is required to complete a medical questionnaire. Consent for any emergency medical treatments is also sought at this stage, with consent for any non-emergency treatment being requested should an occasion arise.

A complete record is kept of any medication prescribed or given and all medication is kept in a locked cupboard in a secure room with limited access. Most staff members are trained in basic First Aid and are able to treat minor problems. There are fully qualified appointed first aiders in all areas of the School.

Woodstock House has a large therapy team that forms an integral part of the multi-disciplinary team. The teams work very closely together to advise, guide and support staff in meeting the very complex needs of the children and young people by developing and implementing individualised support and skill development plans.

All therapists provide reports for the annual reviews of each child they work with. They also advise school and care staff of any ongoing programmes in order that they be continued and supervised within the educational and residential settings.

The statement of special educational needs/EHCP will direct therapeutic input requirements which are reviewed annually. Children/young people are supervised and monitored all day every day to be able to identify any changes in behaviour and to record responses to stimuli/therapy/medication or any other environmental change.

The clinical services team consists of:

- Educational psychologist
- Assistant Educational Psychologists
- Occupational Therapist
- Speech and Language Therapist
- Speech and Language Therapy Assistants
- Music Therapist
- Aromatherapist

Clinical Team Qualifications:

Child/Educational Psychologist	Louise Lombardi	(Consultant)
Educational Psychologist	Becky Hills	Consultant



Assistant Psychologist	Educational	Doulagy Fahim <i>BSc (Hons) Psychology</i>	Line managed by: Head Teacher/Child/Educational Psychologist
Assistant Psychologist	Educational	Foteini Platsia <i>BSc Psychology</i>	Line managed by: Head Teacher/Child/Educational Psychologist
Assistant Psychologist	Educational	Saya Dunford <i>BSc (Hons) Psychology</i>	Line managed by: Head Teacher/Child/Educational Psychologist
Assistant Psychologist	Educational	Christie Ghent <i>BSc (Hons) Applied Psychology</i>	Line managed by: Head Teacher/Child/Educational Psychologist
Occupational Therapist		Chris Jacobs <i>BSc Occupational Therapy</i>	Aniesa Blore Director Sensational Kids Therapy Senior Associate of the Royal Society of Medicine Consultant Paediatric Occupational Therapist Advanced Practitioner in Sensory Integration
Speech and Language Therapy assistant		Fouad Abbad <i>BA linguistics</i> <i>MA Applied Linguistics and English Language</i>	
Speech and Language Therapist		Stephanie Blades <i>BA (Hons) Linguistics and Language Pathology</i>	
Speech and Language Therapist		Juhi Akhlaque <i>MSc Speech & Language Therapy</i>	
Speech and Language Therapist		Laurie Clarke <i>MSc Speech & Language Therapy</i>	
Speech and Language Therapy assistant		Aisha St Cyr <i>(BSc) Psychology</i>	
Music Therapist		Andre Celik <i>Post Grad Diploma in Music Therapy</i> <i>Advanced Cert in Performance (LLCM)</i>	Director of Education
Music Therapist		Steve Walton Grade 8 guitar Postgraduate Qualification in Music Therapy	Director of Education
Aromatherapist		Debbie Sexton <i>Diploma in Basic Swedish Massage,</i> <i>Diploma in Reflexology (Level 3),</i> <i>Diploma in Anatomy and Physiology (Level 3).</i> <i>FHT Member of the International Council of Holistic Therapists, trained in Thai Foot Massage,</i> <i>Practitioner in Indian Head</i>	Consultant N/A



	<i>Message</i>	
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We have a detailed and structured approach to the ongoing professional and personal development of our staff at Kisimul. The fundamental needs of the organisation are met through the delivery of an annual training plan which incorporates initial and refresher training. Further development opportunities are assessed on an individual basis against a competency-based framework. This results in an individual development plan which works to agreed aims and objectives. We aim to provide a range of activities and services to meet the identified learning outcomes and ensure that development plans are tailored to the needs of the individual whilst supporting the requirements of the organisation. This allows us to both support and grow our existing talent pool and encourage continual professional development of our staff.

There is a very strong focus on quality and safety at Woodstock House and it prides itself on providing safe and effective services. There is a structured approach to monitoring and maintaining high quality standards which is reviewed frequently by the senior management team to ensure continuous improvement across the site.

There are a number of internal and arm's length quality audits which are completed by a range of managers and others to ensure that quality systems are robust and can be relied upon to support the developments at Woodstock House:

- Regulation 45 audit
- Monthly Manager Reports
- Monthly Regulation 44 visits
- Quality assessments
- Health & Safety Reports
- Fire Risk Assessments

All the buildings at the Woodstock House site have a Fire Risk Assessment which is reviewed annually and whenever significant changes arise which might materially impact the assessment e.g. when alterations are made to the building, or when the nature or number of people occupying the building change.

A regular programme of fire drills are undertaken and recorded. All staff receive regular training in Fire Precautions and Fire procedures. Young people are informed of the fire procedure and receive appropriate education on fire precautions, both as part of the curriculum and in their life skills programme.

There are monthly independent visits to Woodstock House from an independent Compliance Officer (Regulation 44). All of the visits are recorded and action plans compiled to measure completion and developments. These are fed back to The RM and sent to LAs and Ofsted.

The organisation operates a quality assurance system that collates a wide variety of information from around the group, which is presented in a consistent company format, on a monthly basis. This consists of both quantifiable data, and qualitative information about service users' experiences. This enables the Board of Directors to be aware of all issues throughout all locations, both in terms of incidents that have occurred and the subsequent actions that were taken, as well as successes and achievements. As part of this process a Quality Assurance Group meets monthly to review all information. This group is attended by appropriate members of the board and operational teams, thus ensuring clarity throughout the Board of Directors with regard to operational matters in all locations. This also gives the board the ability to highlight patterns and trends and enable them to plan for the future, thus ensuring the effective future performance of the company. As well as the monthly Quality Assurance systems there are also robust internal inspection systems in place, which feedback to relevant directors.

The effectiveness of the approach is also measured in the different multi agency forums that are participated in. For example, reports are provided for reviews of Individual Educational Plans, statements of special educational need and LAC reviews.



Each young person has a health assessment prepared on admission, developed into a health plan, which takes into account all aspects of the young person's medical needs. Each young person is registered with a local GP and has regular dental and optical check-ups, as required, arranged in consultation with parents and referring agents. Arrangements are made as necessary for those receiving specialist medical cares to pursue their course of treatment. Consent is obtained from parents/guardians for all medical treatment including first aid.

Positive Relationships

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

Parents are encouraged to maintain contact with their child through visits, post, telephone and/or Skype. Parents are welcomed at any time, although a telephone call beforehand is always recommended.

If parents wish to arrange home visits, day visits, overnight stays and longer breaks; these would be arranged with the relevant senior staff. If parents wish to discuss a problem or have anxieties they should always contact school or care staff in the first instance or request to speak to a senior member of staff, Team Leader or Deputy Head of Care.

Protection of Children

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

Requirements for the use of electronic monitoring devices are:

1. The child's placing authority consents to the use of the measures in question,
2. The device is provided for in the child's placement plan,
3. So far as is practicable the child is informed in advance of the intention to use such measures,
4. The measure is no more restrictive than necessary, having regard for the child's privacy.

Woodstock House recognises their duty of care towards the children/young people in residence within its accommodation provision. Consideration has been given towards an individual's health needs and the behaviours they could exhibit that may put both themselves at risk and others within the accommodation.

For a number of pupils, Kisimul School has digital sound/video monitors available for use in bedrooms. These assist the monitoring of health issues, such as epilepsy, and to ensure safety of pupils who may self-harm at night. In addition, movement monitors may be used to notify staff if a pupil leaves their room when accessing it. Local Authority and parental consent is sought before any devices are used.

Where such systems are in use:

- The child's placing authority shall be informed and consent obtained,
- The measure shall be identified and recorded in the child's Individual Care Plan,
- The child shall be informed or their parents/advocates of the measure and explained why it is in place and its purpose.

In addition to this walkie talkies/radios are used by care staff to assist in supervising pupils and monitor their movements as appropriate.

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

- (a) The home's approach to restraint in relation to children; and**
- (b) How persons working in the home are trained in restraint and how their competence is assessed**



Kisimul staff are trained to promote positive behaviour, to use praise and positive reinforcement strategies and to model good behaviour at all times. The School has a physical intervention (restraint) policy and procedure in place and uses physical intervention techniques in line with Timian training and development, trainers within the group are able to teach.

Timian teaches staff members how to redirect and divert negative behaviours. Emphasis is placed on using various communication strategies, distraction and ensuring children are engaged in activities thereby promoting positive behaviour. It also emphasises the need to use low key strategies in order to manage outbursts. The course teaches ways to break away from situations should staff members be targeted and places importance on avoiding physical interventions wherever possible.

It is the overriding principle that physical intervention should only be used as a last resort when all other behaviour management strategies have been used. An intervention will be carried out for the shortest period of time and with the least possible force.

Physical intervention will only be used in line with each young person's care plan and when approved by all relevant parties. Kisimul School uses no physical discipline at any time.

Each member of staff undertakes a four day course prior to being able to implement any techniques. In addition to this all staff members must receive refresher training annually where their skills will be reassessed by a trainer qualified to teach these techniques.

Leadership and Management

18. The name and work address of:

- (a) The registered provider;**
- (b) The responsible individual (if one is nominated); and**
- (c) The registered manager (if one is appointed)**

Registered Provider:

Kisimul Group Limited
T/A Kisimul School
The Old Vicarage
61 High Street
Swinderby
Lincolnshire
LN6 9LU

Responsible Individual:

Donna Varley Turner
Kisimul Group Limited
T/a Kisimul School
The Old Vicarage
61 High Street
Swinderby
Lincolnshire
LN6 9LU

Registered Manager:

Judith Robbins
Woodstock House
Woodstock Lane North
Long Ditton
Surrey
KT6 5HN

Head Teacher:

Jo McSherrie (Interim)
Woodstock House



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Long Ditton
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Kisimul Group Limited has a management team that comprises of:

Margaret Hill, Chief Executive
Andrew Murrell, Financial Director
Danny Carter, Director of Education
Donna Varley-Turner, Chief Operating Officer
Jayne Starkie, Director of Human Resources
Andrew Stevens, Director of Developments
Paul Routledge, Assistant Director of Education
Kate Somerside, Assistant Director of Operations
Jo McSherrrie, Assistant Director of Education South and Interim Head Teacher

Margaret Hill joined Kisimul Group in April 2006. Margaret was previously the Operations Director with a large healthcare organisation, managing 116 facilities nationally, including homes for children and adults with complex disabilities including autism and learning disabilities. Margaret was also responsible for the company's colleges and children's homes. She therefore has a wealth of experience in managing services similar to those which Kisimul Group Ltd and Cruckton Hall Ltd are responsible for. Margaret has 30 years' experience in managing children and adults with learning disabilities as well as many other categories of healthcare. Margaret originally trained as an accountant, following the completion of a business studies degree, and then subsequently worked in banking and local authority treasury departments before specialising in the health care sector.

Danny Carter has worked for Kisimul School since 2001. He joined the school as a Class Teacher, becoming Senior Teacher in 2005 and Head of Lower School in 2006. He was promoted to Director of Education in November 2009.

Andrew Murrell joined the company in September 2008. Andrew is a qualified ACA having worked previously at Price-Waterhouse (now Price-Waterhouse-Coopers) and at Ernst Young where he was a director. More recently Andrew was Finance Director at Coffee Point plc until its sale to Bunzl plc. He is a Director and the Company Secretary.

Donna Varley-Turner has worked within social care for over 20 years with CYP of both genders who have a wide range of complexities such as ASD, SLD, BESD and Mental Health from ages between 2yrs and 21yrs. Worked within senior management since 2010 for a number of private providers large and small. Qualifications obtained so far: Level 5 Management (ILM), Level 4 Management (NVQ), Level 4 Care (NVQ in CYP), NVQ Assessors Award. For the purposes of this document Donna is the Responsible Individual.

Jayne Starkie joined the Company in December 2009 as Group HR Manager, and has progressed to a Director role. Jayne is a CIPD qualified HR professional with over 20 years' experience in various senior HR positions. Previous experience includes HR Manager roles in the public sector and education, along with experience of working in private financial services organisations.

Andrew Stevens joined the organisation at the start of 2018. Andrew has worked in most types of local government including the emergency services, managing large multi-professional property departments. In recent years he established a new company to deliver a range of architectural and building services to the public sector. This experience has been supplemented by positions in the private sector both within the UK and abroad. Andrew has specific experience in asset management planning and property development.

Paul Routledge has worked with the SEN sector for 20 years, and has a wide range of special school teaching experience, as well as a management background within LA Behaviour Support Teams. Following acquisition of MEd (Learning Difficulties), and NPQH during work as a Deputy Head in a Nottinghamshire Special School, Paul joined Kisimul in 2012 as Headteacher of Acacia



Hall. He currently holds substantive post of Headteacher Lincolnshire Schools, alongside Assistant Director Education responsibilities for group wide strategic support.

Kate Somerside joined Kisimul in 2015 she has worked within social care for over 16 years in various roles including been part of a senior management structure supporting organisations to strategically develop. Kate has a wide range of experience working with CYP who have a wide range of complexities such as ASD, mental health, BESD and SLD. Qualifications obtained so far: Level 5 Management (ILM), Level 4 Management (NVQ), Level 3 Care (NVQ in CYP).

Jo McSherrrie was appointed as Assistant Director for Education in the South in April 2017. She joined Kisimul from the role as Head of a successful Non-maintained Special School and Independent Specialist College. Formally a nurse, Jo has Masters level qualifications in Education, SEN and Careers Guidance. Jo has around 20 years' experience in Education and continues to work as an Inspector in Schools and the Further Education and Skills Sector. Jo is currently the Interim Head teacher.

Judith Robbins has worked for Kisimul since March 2018. Judith has worked as senior manager for over 15 years with an extensive background in Health and Social care. Judith has been previously been registered manager for both children and adult services and has wide range for working with ASD, SLD and MLD. Qualification obtained so far: RMA, level 4 management (NVQ) and level 3 care (NVQ), A1 and A2 Assessor Award.

The site has achieved a Food Standards Rating of '5', Very Good, demonstrating its commitment to the management of good and safe nutrition. Additionally, the site is working towards formal external accreditation, for example, the Makaton Friendly Status to reflect its communication practice essential of help children and young people engage and achieve.

19. Details of the experience and qualifications of staff working at the children's home, including any staff commissioned to provide education and health care

Kisimul School has two full time Training Co-ordinators who have responsibility for staff training on site. They assess training needs and develop individual training plans for each member of staff as well as organising the Care & Skills and Common Induction training and other appropriate courses.

Kisimul School prides itself on its commitment to training, providing induction training for all staff. There is opportunity to explore individual training needs on a regular basis through appraisals and support sessions with any training needs communicated to the Training Co-ordinators. On site expertise is utilised for training as well as outside agencies being contracted in line with guidelines and regulations.

Care staff receive three-weekly or six-weekly training days as part of their rota. Senior staff attend the local safeguarding board training and management training courses.

School staff have four full and four half in service training days per annum and three twilight training sessions to cover skills involved in working within the classroom environment, delivering the Individual Education Plans, and mandatory training such as Safeguarding and behaviour management.

Teaching staff and other senior staff attend courses, seminars or conferences within their own area of development. Teachers are timetabled for non-contact preparation time.

Maintenance, ancillary and domestic staff can attend appropriate courses such as First Aid, Basic Food Hygiene, Health and Safety and Safeguarding. Senior kitchen staff maintain their qualification in Food Hygiene and related courses.

The school is staffed with waking staff 24 hours a day, 7 days a week, with the number of staff appropriate to the needs of the children and/or individual contracts with placing authorities. The School is supported by full domestic and maintenance teams.



Woodstock House has a Head of Care who is the Registered Manager and, together with the Head Teacher, undertakes the day to day running of the residential and curriculum elements of the school. .

The care service delivery is enhanced by allocating experienced staff across all teams and by endeavouring to deploy young and more mature as well as male and female staff equally to ensure appropriate role models for the children. A key worker system is in place to enable pupils' access to people who they can particularly confide in and who can advocate their needs within the home.

As at January 2016, 182.5 staff are employed in the Children's Home. They have a range of qualifications including nursing, management, NVQs and Diplomas in Childcare and various degrees.

Kisimul School is an accredited assessment centre for Diplomas. On completion of the six week induction programme and once common induction standards have been completed, care staff are enrolled and receive training for the Level 3 Diploma for Children and Young People's Workforce in Health & Social Care. Working towards or achievement of the Diploma, with completion required within two years of employment start date.

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

Regular supervision is a central part of the staff development process. It is provided regularly in a formal 1:1 setting for residential care staff by their line manager or senior member of staff. Group and Team supervisions are used to enhance and exceed minimum standards and regulations as well as ensuring continuity and consistency within and across teams.

Team and Care meetings, as part of development and supervision, facilitate opportunities for integrated feedback and the development of enhanced working relationships. All staff have an annual appraisal in the form of a Personal Development Review and additional support is available from senior staff on a regular basis, whenever required.

All staff have regular, individual supervision sessions with their manager, during which a range of issues is discussed concerning every aspect of their current role, training needs and future development. Opportunities exist within these sessions to discuss any areas where staff or managers may feel that particular support is required.

- The Head of Care has regular supervision with the Assistant Operations Director,
- Team Leaders will have supervision sessions with a Deputy Head of Care not less than one session per two months (each half term),
- Seniors and Deputy Team Leaders will have supervision sessions with their Deputy/Team Leader respectively, not less than one session per two months (each half term),
- All Residential Support Workers will have regular supervision sessions not less than one session per two months (each half term) and new employees more frequently. NVQ observations of practice in the workplace will form an integral part of the supervision process,
- The Head Teacher has regular supervision with the Education Director,
- The Assistant Head Teachers has regular line management meetings with the Head Teacher,
- Teachers will have a support session regularly with the Head Teacher,
- For teachers and support staff, substitute Induction Process, leading onto Professional Development Review process.

A PDR (Personal Development Review) is carried out annually and evidence from this is gathered through supervisions and feedback from line managers based on work performance. PDRs should be completed annually following successful completion of an initial six month probationary period within the Kisimul Group employment. PDRs will be completed using the appropriate documents.



The overall day to day running of the residential care home is the responsibility of the Head of Care. The Head Teacher is responsible for Education.

Organisational Structure

Head Teacher	Jo McSherrie
Head of Care	Judith Robbins
Assistant Head Teacher	Denise Heffernan
Assistant Head Teacher	Lil Osborn
Assistant Head Teacher	Sylvia Kerambrum (interim)
Deputy Head of Care	Anna Ditcham
Deputy Head of Care	Katie Behar
Deputy Head of Care	David Nimmo

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

In line with the Diversity Policy, the school employs staff of both genders, of all age groups, from varied cultures and with a range of experience and diverse skills. The school believes that a diverse staff group enables the young people's needs to be facilitated. There is a balance of both male and female staff within the teams and this gives the young people the opportunity to build positive relationships with both sexes.

Care Planning

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

Admission criteria is based on matching pupils referred as closely as possible to the particulars described in section 8 above, to ensure the compatibility of the group as a whole and to ensure that the school's particular expertise is utilised appropriately to meet the needs of those most able to benefit. All referrals for admission are assessed by the senior team on the basis of detailed information provided by the referring authority and other agencies as appropriate. A visit to the school/home will be arranged for all prospective new pupils, prior to confirmation of the offer of an assessment. In some circumstances a home visit may also be made. All offers of a place are subject to confirmation, in advance, of agreement to the appropriate levels of funding. Pupil admissions are subject to review after six weeks and after 12 weeks an MDT meeting will take place to complete the assessment period.

The School is unable to respond to requests for emergency admissions, although the above process will be followed as rapidly as possible in cases of urgency.

Criteria for Admission

Aged 8-19 years (*see page 3*)

Male & Female

Total of up to 66 places

For young people with severe learning difficulties and challenging behaviour