



# Acacia Hall

## Statement of Purpose

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*November 2017*



## Acacia Hall

### Statement of Purpose

SC044562

#### 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.**

Acacia Hall offers an integrated residential education and care package, to boys and girls aged between 14 and 20 years with severe learning difficulties and challenging behaviour, on a 38 or 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 39 young people.

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

Our general aims are:

- Every child will be able to develop in an environment which is conducive to learning both in the academic and life skill sense. This environment should be safe, caring, enjoyable and one in which the child or young person can grow towards independence and reach their full potential. We aim to help young people to increase their emotional competence so that they can learn to overcome any difficulties that may be related to their autism and how they relate to the social world. This will help them to increase their abilities in relationship building and accessing services in the community as well as helping them to achieve academically.
- Our primary aim is to improve the social and educational outcomes of the young people that we look after. We look after young people whose previous life experience, experience of autism and associated challenging behaviour has meant that they have not coped in school.
- 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 also need to work very 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 child 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 be provided;  
(c) The type of accommodation, including sleep in accommodation**

Kisimul School, Acacia Hall provides sleeping accommodation in the form of two separate buildings split into seven areas, six of which are housed in the main house, in addition there is an eight bedded unit that has been purpose built to the rear of the main house. Anam Cara has been designed and built to support an older young people with the transition into adulthood. It helps to bridge the gap between children's services and adult services whilst concentrating and supporting young people to develop their independence. We have also had some changes within the main house which means that there are three main living areas within the home. Each has their own access and is designed to work in isolation of each other. Contained within each unit there are two living areas. The main house provides accommodation for 31 young



people. It also has two large dining areas, a well-appointed kitchen and a soft room and white room.

The home caters for 39 boys and girls aged between 14 and 20 years old with severe learning difficulties and challenging behaviour.

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 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 the buildings at Acacia have a Fire Risk Assessment which is reviewed annually and whenever significant changes arise which might materially impact the assessment eg when alterations are made to the buildings, or when the nature or number of people occupying the buildings changes.

A regular programme of fire drills is 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.

#### **4. A description of the location of the home.**

The home is located in the quiet hamlet of Friesthorpe in Lincolnshire. It is approximately eight miles from Lincoln and six from Market Rasen. The home is situated in a stunning location surrounded by open views and farmland. There is a local bus service which calls at the next village which is approximately 1 mile away.

The home access the wider community of Lincoln a number of times a week. They enjoy accessing the amenities such as shops, swimming pools, bowling, trampoline club and Cinema/theatre.

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

A key part of the assessment procedure is the determination of each pupil's religious, ethnic, cultural and/or dietary background and requirements. Whilst the school is non-denominational, it operates on a broadly Christian basis, in line with the responsibilities placed upon it as a Department for Education approved residential special school. Acacia Hall accepts young people from a range of religious and cultural traditions and has established contacts with a variety of religious and cultural organisations which are called upon, as required, to provide advice and involvement with individual young people. Practice conforms to the Policy Guidance on Equal Opportunities. Acacia Hall celebrates the diversity of cultures and religious traditions represented in its own community and elsewhere. The background and knowledge of all members of the Acacia Hall community help to enrich the experience and provide additional learning opportunities for young people and staff alike.

We recognise that our young people have a variety of ways in which they communicate and this includes specialist styles of communication which are helpful for young people with autism. We use tools such as social stories and visual timetables to help young people communicate and to ease disruption around transitions.



## 6. Details of who to contact of 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, who is responsible for the local operation of the Complaints procedure. If the Head of Care 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 local Social Services Child Protection Team, whose telephone number is 01522 554668.

Complaints about registered services, such as Acacia Hall, 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.

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

It is the policy of Kisimul Group 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.

Our policy applies to all staff and volunteers working in the groups units. There are five main elements to our policy:

- Ensuring we practise safer recruitment in checking the suitability of our staff and volunteers.
- Raising awareness of Safeguarding Children issues.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting our vulnerable children/young people who may have been subjected to abuse in accordance with their Individual Pupil 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 Acacia Hall, 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 for our expectations of each other.

Acacia Hall follows the **Child Protection Procedure** (OPED 05 Child Protection and Safeguarding Policy) 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: **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 fully. This helps the organisation to protect those that use our services and also the staff and volunteers that work with us. However, Acacia Hall 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. We use the Lincolnshire Police protocol in situations where young people may have gone missing from the 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.

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 child 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 child they are advocating for.

At the point of a formal review pupils are consulted about the service that is provided to them, this is done through consultation using pupil's views, this is a standardised format that is adapted to the children and young people's level of understanding. The form is designed through 'Communicating in print' and is presented in a symbolised format. The keyworker or senior member of the team will also use PECS (Picture Exchange Communication system) as a visual prompt for the young person.

Formal reviews may include Education and Healthcare Plan (EHC, Children and Families Act 2014) or a Looked After Children Review (Children Act 2004.) We also have Child in Need meetings and transitions meetings. We are clear that in all recording and planning with young people their voice is central to the planning. We can use advocacy services to obtain our pupils' views and frequently do through NYAS. As and when appropriate children and young people are supported to attend their reviews and supported by the team to express their own wishes and feelings in respect of the placement and the plans going forward.

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

Irrespective of background or religion, Acacia Hall will strive to meet individual needs. The rights of all young people are respected and promoted as a basic principle of Acacia Hall and the company, 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.

Acacia Hall actively promotes equality and diversity in all that it does, it is the underpinning view that each child and young person placed here will be treated with dignity and respect; they will



have access to a broad and balanced curriculum, with support from an experienced staff team. Pupils will be given opportunities to access the wider community and to be assisted to learn and progress in an environment that nurtures and encourages participation. Acacia Hall subscribes to and actively encourages the implementation of the Equality Act 2010, Human Rights Act 2000 and Mental Capacity Act 2005. All pupils with learning disabilities have the same intrinsic values as anyone else and they therefore share the same rights and responsibilities.

### **Acacia Hall**

Celebrates the richness and diversity of childhood, including the different strengths deriving from ability, age, culture, ethnicity and gender;

Actively promotes young people' welfare and development, protecting them from physical and emotional harm, deprivation or disadvantage;

Implements policies, procedures and practice which support cultural and physical diversity.

Involving young people in decision making is an essential part of our work. It is important that children and young people are given choices and that their wishes and views are actively sought and acted upon.

The children and young people are always encouraged to express their wishes and views individually and are given the right support, by both their immediate support staff and where necessary the independent advocate from NYAS (National Youth Advocacy Service).

There is an active children and young people's council which has autonomy in making decisions about the school and residential services and which utilises a devolved budget, to ensure that decisions that do have any budgetary implications are acted upon.

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.

All children and young people are encouraged to be involved and contribute to their statutory reviews which are held every 6 months. This is an essential review meeting that empowers children and young people to feedback about their experiences, achievements and progress and expresses their wishes, views and feelings and have these recorded. Children's rights are very important to us and we ensure that our approach to supporting our young people is balanced between individual rights, risks and needs. There may be some occasions where the wishes, views and rights of the child or young person in relation to decision making may conflict with what is in their best interests. On these rare occasions we will work closely with the child or young person involved and key stakeholders, such as parents, carers, social workers and independent advocacy services, to ensure that all decision making is transparent, documented and that the child or young person understands the reasons behind any decisions made as far as this is possible for them; and that all such decisions are made collaboratively, through full multi-party discussion, keeping the child or young person at the centre of this process.

## **Education**

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

All young people admitted to Acacia Hall, whether on a term time only or 52-week basis, undertake an individual programme of full-time education tailored to their specific needs. A thorough pre assessment process is undertaken so that there is sufficient information and knowledge of student profile and associated challenges prior to starting in the school. Staff are trained to recognise the types of challenges that young people in this client group face in achieving their full educational potential. This is supported by appropriate and accredited SEN



training, and also from within the scope of the education leadership and therapy teams. Acacia Hall has a number of modern and well equipped classrooms with no more than seven pupils placed to a class. These are set by learning dynamics and compatibility, and there is no ability streaming given that learning is individualised and tailored for each pupil. Classes are staffed on a very high ratio basis in reflection of the complex needs of the pupils, and provision is supported by the pupil's statement of special educational needs or Education Health and Care Plan.

There are extensive educational resources, including a library, Food Technology, music rooms and ICT suite. Recently an interactive learning classroom environment, including immersive technology has been added to the curriculum offer. Acacia Hall has interactive white boards in all classrooms; each class room also has iPads and augmentative communication tools in place to meet the needs of the pupils.

Kisimul School is an accredited centre for the provision of the Award Scheme Development and Accreditation Network (ASDAN) Towards Independence for the older pupils. There is an emphasis on the development of vocational skills for learning, and accreditation is matched to learners' interests and also their profiles of learning. Community participation and learning in context is a feature of the learning provision, with the aim of developing functional learning and independent living skills in preparation for transition to adulthood.

On-site there is an animal husbandry provision that is also used extensively as part of the curriculum. Individual or group sessions can have a sensory or vocational focus, and group participation encourages co-operation and development of social interaction and engagement. This is also underpinned by formal accreditation in animal care and associated vocational skills.

There is a multi-disciplinary framework in place on site to provide integrated and specialist support for learning and managing communication, sensory and behavioural needs. This includes Educational Psychology, Speech and Language, Occupational Therapy and Music Therapy as part of the core provision underpinning individualised programmes.

#### **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 (EHCP) and have an Individual Learning Plan tailored to those needs. The School provides a broad, balanced and stimulating curriculum that aims to promote the spiritual, academic, personal and social development of each individual. The school has curriculum pathways outlined in order to ensure there is appropriate provision for all profiles within the spectrum of SLD and severe ASD that typify the profile of the school cohort.

Learners at KS2/3 typically follow a thematic based learning scheme, which covers all of the statutory subject coverage of the National Curriculum. This is supplemented by therapeutic and targeted input from the Education Support team. Accreditation through ASDAN New Horizons scheme provides a formally recognised learning framework. Within KS4, there is a greater emphasis on accredited learning, and externally moderated courses within ASDAN and the Duke of Edinburgh, are supplemented by internal awards and certification.

There is a clear focus on independence and life skills training across all settings and throughout the waking day, and this focus is evident in education and care planning and in the review processes. This is because life skills cannot be compartmentalised or fully addressed within the school day. Education and care interventions and programmes are delivered through continual reinforcement and overlearning. Kisimul schools provide an environment with a 24 hour approach to developing communication and interaction skills. We are mindful that consistent and appropriate strategies are imperative in the reduction of frustration linked to difficulties with communication. Social skills need to be taught and reinforced consistently in as wide a variety of situations as possible, hence the level of input involved in Kisimul residential education goes far beyond anything a day school could provide.



A further key element of the 24 hour curriculum is behaviour support. Most young people are placed in Kisimul residential settings because they have some form of challenging behaviour. Consistent behaviour management is achieved through a coherent set of strategies, consistently implemented, and via a planned programme of activities learned and overlearned throughout the waking day. There is active multidisciplinary management of learning throughout the waking day. Psychology and therapy teams work across settings and provide an integrated approach which is embedded within the 24 hour curriculum. Education and care teams cooperate through a variety of multidisciplinary processes to achieve positive outcomes in independence, life skills, communication and interaction, behaviour and educational progress. All aspects of the day are seen as learning opportunities.

Detailed assessment systems underpin learning, and evidence attainment and progression over time. This includes formative and summative assessment within the classroom and community, and standardised cognitive and communication assessment undertaken by the therapies teams. The school has a robust quality assurance and self-evaluation framework which outlines school performance over time, and regular monitoring and inspection visits from placing authorities, and statutory review processes ensure that support for individuals is purposeful and appropriate.

The Head teacher is responsible for reporting on the schools' performance. A corporate governance structure is in place to provide a critical framework for ensuring the school maintains outstanding standards and continues to develop. A School Improvement Plan and termly report to the Directorship of the Kisimul Group ensures that the evaluation of outcomes is robust and evidence based. The Director of Education oversees the performance of the group's school and is Group strategic lead for teaching and learning.

Kisimul School is overseen by a management group of Assistant Director for Education (Head teacher), 3 Assistant Head Teachers, and a Senior Teacher within each Key Stage of Learning. The Educational Support Manager is also part of the school management team.

**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 Acacia Hall. Kisimul School is registered as an independent special school. Acacia Hall has a dual registration as children's home and an Independent school. Children are able to be accommodated within the children's home and supported to access other schools as and when appropriate.

## **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.**

Acacia Hall provides a full range of leisure, sporting and recreational activities, details of which are set out in the school's prospectus. Each child participates in Physical Education as part of the National Curriculum and there is a wide range of sporting activities available outside of the usual curriculum. There is an outdoor play area, swimming pool and sports hall on the main site. There is a range of external activities available to the young people, from shopping trips into Lincoln at the weekends, to rock climbing and sailing. 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.

## **Health**

**14. Details of any health care 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.

Acacia Hall has a large clinical team that form an integral part of the disciplinary team. The team work very closely together to advise, guide and support staff in meeting the very complex needs of our children and young people by developing and implementing individualised support and skill development plans.

The Educational Support team at Acacia Hall consists of:

- The Educational Support Manager
- 1 Educational Psychologist
- 3 Assistant Educational Psychologists
- 1 Occupational Therapist
- 1 Lead Speech and Language Therapist
- 1 Speech and Language Therapist
- 2 Speech and Language Therapy Assistants
- 2 Music Therapists

**Educational Support Team Qualifications:**

<b>Name and job role</b>	<b>Qualifications</b>	<b>Line managed by:</b>
Angela Wood - Educational Support Manager	Psychology BSc (Hons) First	Director of Education
<b>Psychology</b>		
Anthony Hallett – Educational and Chartered Psychologist	BEd Honours MSc Educational Psychology Post Graduate Diploma in Evidence Based Psychological Therapy (PGDip)	Consultant N/A
Abigail Patchett - Assistant Psychologist	Joint honours Psychology /biochemistry	Lead Assistant Psychologist
Vacant – Assistant Psychologist		Lead Assistant Psychologist
Hannah Watson - Assistant Psychologist	Psychology BSc (Hons) 2:1	Lead Assistant Psychologist
<b>Speech and Language Therapy</b>		
Sarah Williams Specialist Speech and Language Therapist (SaLT) 0.4	BSc (Hons) Speech Pathology and Therapy 2:1 Manchester Metropolitan University	Educational Support Manager
Richard Fish - Lead Speech and Language Therapy Assistant	Sport Coaching and Exercise Science 2:2 BSc Hons BTEC Advanced in Speech and Language Therapy Regional Makaton Tutor	Educational Support Manager



Kristie Fish - Speech and Language Therapy Assistant	BA Hons 2:1 Linguistics, Communication and Society Level 2 Talktools (Including Oral Motor Therapy: Assessment and Programme Plan Development and Feeding Therapy: A Sensory Motor Approach)	Educational Support Manager
Charlotte Ward - Speech and Language Therapy Assistant	BSc (Hons) Speech Sciences	Lead Speech and Language Therapy Assistant
<b>Occupational Therapy</b>		
Alison Harris – Occupational Therapist	dipCOT and Advanced Practitioner in Sensory Integration	Educational Support Manager
Maxine Ellis	Occupational therapist	Educational Support Manager
<b>Music</b>		
Andrei Celik – Music Therapist	Postgraduate qualification in Music Therapy	Director of Education
Steve Walton – Music Therapist	Grade 8 guitar Postgraduate Qualification in Music Therapy	Educational Support Manager
<b>Aromatherapy</b>		
Janet Tutty	Dip Arom	Lead Assistant Psychologist
Rachael Tutty	Dip Arom	Lead Assistant Psychologist

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.

Our organisation is accredited by the Contractors Health and Safety Scheme, in relation to health and safety processes and outcomes. This helps ensure high standards of safety and care.

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 Acacia Hall:

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

We have monthly independent visits to Acacia Hall from one independent Quality Manager 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 Registered Manager and the Responsible Individual before they are sent to LA's 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 our approach is also measured in the different multi agency forums that we participate in. For example, we provide reports for reviews of Individual Educational Plans, statements of special educational need and LAC reviews.

Each looked after child or young person has an annual health assessment which takes into account all aspects of the pupil'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 care 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.

Dependent upon the detailed provisions contained in the placement agreement agreed with the referring Education or Social Services Authority, visits by relatives and visits home are encouraged, as is regular contact by telephone, Skype, letter and e mail. Young people have access to telephones and computers to make private calls. In addition, staff are readily available to family members for discussion and support, as necessary, on request.

#### The Key Worker

Every child or young person has a dedicated key worker, who provides an essential link with families. The key worker monitors progress and works closely with the children and young people, multi-disciplinary teams and family on setting goals and developing appropriate support plans. Key workers co-ordinate regular telephone links and ensures that information is exchanged effectively and any questions answered. The success of this role depends on the two-way nature of trust and openness between families and key workers.

#### Telephone and Skype Contact

Children and young people are free to ring home, but generally it is families who make contact with the children and young people. Contact can be arranged at regular times and particular days which fit into family routines and staff are always available for families to speak to about their relative, at any time of day or night.

#### Home Visits

Where possible we promote and encourage parents to spend time with their son / daughter either on site or at their home. The home provides additional resources to facilitate this, however, it must be noted that the home are not in a position to provide transport or staff support during home visits.

#### Online Links

The school can facilitate online links between families and children and young people such as e-mail and Skype.

## Protection of children

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

Requirements for the use of electronic surveillance are:



1. The child's placing authority consents to the use of the measures in question
2. It 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

Acacia Hall recognises their duty of care towards the Child/Young People in residence within its accommodation provision. Consideration has been given towards the individual's health needs and behaviours that a pupil could exhibit that may put both him at risk and others within the accommodation.

To provide a safe level of supervision throughout the night it may be necessary to provide an electronic door alarm system / beam alerting staff to the movement of the pupils, i.e. leaving their bedroom(s), and or final exit doors from the building.

For properties 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.

**17. Details of the children's homes 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.**

Every child is entitled to develop in an environment which is conducive to learning both in the academic and life skill sense. This environment should be safe, caring, and enjoyable, and one in which the child or young person can grow towards independence.

This philosophy is realised by 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.

The first step to understanding pupils with SLD and autism is to have an awareness of the terms used to describe the condition and how educational, social and emotional needs are affected. Research suggests autism is a lifelong developmental disorder that affects the way a person communicates and relates to the people around them.

Acacia Hall operates to a clear code of behaviour management as part of an overall structure designed to promote a caring atmosphere (a copy of the local positive behaviour support policy is available to all). Positive reinforcement and specific praise are significant behavioural tools at Acacia Hall. There are clear procedures for dealing with disruptive behaviour and a range of appropriate and proportionate sanctions is available and fairly applied. All staff are aware of the Company's policy and procedures for dealing with challenging behaviour and operate principles based on knowledge of issues that may trigger episodes of challenging behaviour in individuals, preventing and minimising the conditions for escalation. As a last resort, if physical intervention is necessary to prevent injury to self, others or property, staff are trained in the TIMIAN package. This training emphasises de-escalation and proactive staff intervention avoiding the use of physical intervention if at all possible. TIMIAN is fully consistent with company policy in this area. Staff member's competence in physical intervention is assessed by staff members who have completed the TIMIAN Train the Trainers residential course. TIMIAN is accredited with BILD (British Institution for Learning Disability 2010 Code of Practice.)

The threshold for using physical intervention is met when, as a last resort, a young person is going to put themselves or others at risk of serious harm, or they are going to cause significant



damage to property. We recognise that whilst positive behaviour Support techniques are effective for most young people most of the time, physical intervention can be an act of care if it is used in the right way at the right times.

All staff are trained in understanding the needs of our pupils and putting this into practice when it comes to managing behaviour. We have an acceptance and understanding that our young people will struggle to cope emotionally and socially from time to time and our autism specific positive behaviour support techniques help young people to manage this with support from carers.

## Leadership and management

### 18. The name and work address of;

- (a) The registered provider (including details of the company owning the children's' home);
- (b) If nominated, the responsible individual;
- (c) If applicable, the registered manager;

#### Registered Provider:

Name: Kisimul Group Limited

Address: Kisimul Group Limited, The Old Vicarage, 61 High Street, Swinderby, Lincolnshire, LN6 9LU

Tel: 01522 868279

Fax: 01522 866000

Website: [www.kisimul.co.uk](http://www.kisimul.co.uk)

#### Responsible Individual:

Name: Donna Varley-Turner

Address: Kisimul Group Limited, The Old Vicarage, 61 High Street, Swinderby, Lincolnshire, LN6 9LU

Tel: 01522 868279

Fax: 01522 866000

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#### Headteacher of Upper School:

Name: Ann Spowart

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#### Head of Care/Registered Manager:

Name: Amanda Collins

Address: Kisimul Group Limited, Acacia Hall, Shortwood Lane, Friesthorpe, Lincolnshire, LN3 5AL

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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 Operations Executive  
Jayne Starkie, Director of Human Resources  
Paul Routledge, Assistant Director of Education  
Kate Somerside, Assistant Director of Operations  
Jo McSherrie, Assistant Director of Education South

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.

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 roles as a HR Manager in the public sector and education, along with experience of working in private financial services organisations.

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 Head teacher of Acacia Hall. He currently holds substantive post of Head teacher 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 being 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 McSherrie 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.



The site has achieved a number of external Quality Marks in recognition of the high standards of care and education. The Basic skills Quality mark recognises the quality of the literacy and numeracy curriculum, the innovative learning approaches and the differentiation of primary and secondary numeracy and literacy. The ASDAN approved Centre status reflects the quality of evidence as part of the curriculum offer for 14-19 year old and the Centre of Excellence for ASDAN Provision allows the site to offer a range of nationally approved qualifications based around the development of personal, social and employability skills. In addition the site holds the Makaton Friendly Status demonstrating the communication practice essential in helping the children and young people progress and achieve. The site holds the Arts mark as part of functional skills delivery and is a Duke of Edinburgh approved delivery centre.

The sites People and Health and Safety practices are accredited by an Investors in People Silver Award and a '5' Star Food Standard Rating.

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

Acacia Hall has a comprehensive staff training programme and there is an emphasis of providing excellent training for all the staff teams. There is a system in place which provides training facilities to ensure that there is a large qualified staff base. As part of this we are able to ensure that unqualified staff are given training and support to enable them to gain appropriate and recognised qualifications within allocated timescales.

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. This is as a result of assessment of the young person and in depth paperwork supplied as well as the requirements outlined in the Statement of Special Educational Needs. The School is supported by full domestic and maintenance teams.

Acacia Hall has a Head of Care who is the Registered Manager and, together with the Head Teacher, they undertake the day to day running of the residential and curriculum elements of the school.

The on-site education within the school is delivered by a team of qualified teaching staff, supported by an experienced assistant and support team with a range of appropriately accredited qualification. There is an established structure of internal and external training in place for education staff with a focus on SEN and teaching pedagogy. Internal teacher standards frameworks outline expectations for performance and knowledge, underpinned by induction and CPD for staff.

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.

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, 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.**

It is the policy of Kisimul Group to carry out regular feedback / support / and developmental sessions with every member of staff in the form of 1:1, group and team supervisions, individual



and team training sessions and individual performance development reviews (PDR's) / Appraisals.

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 the 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 Team Leader 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.
- Corporate governance processes ensure the schools' self-evaluation processes are robust and evidence based
- The Head Teacher provides a termly governance report to the Directorship of the Group, and provision of a school development plan outlining key priorities.
- Education PDRs for managers and teachers are related to national and internal teacher standards, outcomes for learners, and whole school contribution linked to the development plan.
- Regular observations of teaching and learning walks by senior management, with provision of teaching improvement plans, reflect on strategies to improve delivery and acquisition of skills
- Class based forums involving multi-disciplinary teams ensure there is regular opportunity to reflect on interventions and effectiveness of individual programmes.
- Induction processes and ongoing CPD for all education staff ensure that practice is consistent and quality assured.
- Regular staff and professional questionnaires are analysed, and action plans identified to respond to stake holder feedback on practice.

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

Each staff member has a personal development plan that deals with their individual training and career development needs. Acacia Hall has a dedicated training officer and is committed to staff development and NVQ accreditation. These arrangements operate in accordance with the detailed company procedure in this area.

When staff, teaching and non-teaching are recruited to Acacia Hall, they receive an induction pack and undergo an induction programme to raise awareness of autism and behaviour management. Existing staff have undergone professional development in a range of autism specific areas and there is a good breadth of specialist knowledge within the education, care and therapeutic teams, which is on site and integrated. Where there are issues or concerns with behaviour or disengagement, a multi-disciplinary framework can quickly respond and provide evidence based interventions. Behaviour monitoring systems are well established and detailed, and this means that purposeful feedback and quality information can be provided to staff.





All staff undertake a training and development programme appropriate to their roles and responsibilities. They also undergo professional development and review scheme annually, when development needs in relation to autism can be identified and addressed. Training is supported within more specialist areas, such as Sensory Integration and PECS (Picture exchange Communication System) as well as post graduate study. Training and workshops can be provided in-house by the senior management, educational psychology, SALT, OT and the Training/Accreditation manager. This is supplemented by external providers such as Autism Education Trust or Intensive Interaction to ensure develop of knowledge and internal expertise.

In line with Quality Standards all residential support workers receive training in Children & Young People's Workforce Diploma this is a recognised and accredited qualification completed at level 3 status.

The Diploma and NVQ are conditions of employment for care staff, with timescales stated within those conditions.

Maintenance, ancillary and domestic staff are invited by the training officer to courses appropriate to their needs, for instance, First Aid, Basic Food Hygiene and Health and Safety.

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 of Care/Registered Manager	Amanda Collins
Head Teacher	Ann Spowart
Assistant Head Teacher	Clare Baker

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

Acacia Hall we have a wealth of experience within the staff teams. We believe that a diverse staff group enables the young people' 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 home, including any policies and procedures for emergency admission**

Admission criteria is based on matching pupils referred as closely as possible to the particular 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/ respite 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.

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 14-20 years (see page 3).

Male & Female.

Total of up to 39 places

For young people with severe learning difficulties and challenging behaviour.