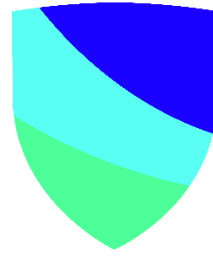


National
Autistic
Society



Robert
Ogden
School

Statement of Purpose

Robert Ogden School
Thurnscoe House and Thurnscoe Studios
Residential Special School

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

July 2019

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1. Aims, Registration and our Objectives

The Aim of Thurnscoe House and Studios

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

Our School's Vision Statement

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

Our Registration with Ofsted

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

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

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

Values and Objectives

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

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

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

2. Facilities and Services Provided

Our Location

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

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

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

Children have the opportunity to personalise their bedrooms or studio with paint colours, soft furnishings, photographs, posters, pictures and personal possessions. We will endeavour to ensure each child using our flexi boarding uses the same bedroom, however as bedrooms will not solely be allocated to one individual the home will make sure personal

effects are protected and secure once the child leaves the service. Items will be put back in place, prior to them returning for their next stay.

Electronic or Mechanical Means of Surveillance

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

Both services have some accessibility restrictions, for example there are locked doors to the medical room, sharp knives are locked in a safe, some cleaning products are kept in a locked cupboard and the front doors have an electronic fob. Each child has a Restriction of Liberty Review which highlights restricted access for the individual. Children with Epilepsy may require an audio monitor to be in their room during sleeping hours to enable night staff to hear if they are having a seizure. This is recorded on the child's individual risk assessment and parents have given written consent. Social workers where relevant have also been made aware.

Facilities and Services

The School has a Personalised Support Team (PST) consisting of one Senior Speech and Language Therapist one Specialist Speech and Language Therapist, and one Speech and Language Therapist.

Two Communication Coordinator's, an Occupational Therapist and two Behaviour Coordinator's. The PST support the residential teams on a regular basis through offering specialist support, resources, advice and guidance, and support the review of Communication Profiles, Sensory Profiles and Individual Behaviour Support Plans.

3. The Organisational Structure

Leadership and Management

The School and its associated care provision employs approximately 150 staff and operates a management model with clear responsibilities on strategy and operational management. The use of relatively flat hierarchies provides improved communication with and monitoring of staff.

The Principal Lorraine Dormand leads the Senior Leadership Team, which consists of: Deputy Principal, Senior Speech and Language Therapist, Registered Manager, Head of

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

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

Name	Job Role	Qualifications
Lorraine Dormand	Principal	BEd, NPQH
Jon Mount	Deputy Principal	MA, BA, PGCE
Awaiting recruitment	Senior Educational Psychologist	
Ruth Burtonwood	Senior Speech & Language Therapist	MSc Applied Cognitive Neuroscience, BSc (Hons) in Speech & Language Therapy. MA Autism Spectrum Conditions. Masters Module in Sensory Integration
Emma Knott	Head of Care - Thurnscoe House & Studios	Advanced Diploma in Health and Social Care Children and Adults. Level 3 Diploma In Childcare, Person Centred Planning Facilitators award.
John Green	Business and Finance Manager	BA (Hons), PDPM, GDL, LPC, Chartered MCIPD.
Maria Crookes	HR Manager	Chartered MCIPD
Sean Keavey	Facilities Manager	NVQ 4 Management, ONC in Engineering,
Lynne Taylor	Registered Manager	CSS, NVQ 4 Management, PQ1 – Post Qualifying Qualification, C & G Management for Care
Sara White	Well Being & Safeguarding Manager	Certificate in Education, CMI Level 5 NVQ Diploma in Management (QCF),SVQ 4 Health & Social Care

The Organisational Structure of Thurnscoe House and Studios

Head of Care
 Deputy Head of Care
 1 x Team Leader
 4 x Senior Support Workers (Shift Leaders)
 Sufficient Support Workers to staff all our shift needs

We use part time staff or staff from the school to fill shortfalls in staffing and very rarely use agency staff to cover any of our three shifts; mornings 07:00 -10:00, afternoons 14:15 – 22:15 and night waking 22:00 – 07:15.

We currently have 5 staff qualified to level 3, 5 staff are enrolled and working towards their qualification and 5 staff are currently completing their induction.

The Deputy Head of Care is currently enrolled and working towards their Level 3 Management Qualification.

4. Admissions Criteria and Transition

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

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

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

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

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

The child's placement is reviewed from the time of their admission and on-going assessments are carried out by the Speech and Language Therapist, Behavioural Support Team, Residential Staff Team, Occupational Therapist and Class Teacher. The placement is formally reviewed after eight weeks. Thurnscoe House and Studios review the young person's placement within four weeks of admission through an internal Placement Review Meetings. During this process the child's baseline assessment would be completed in their Pathway to Independence document and any amendments made to their Individual risk assessment.

5. Arrangements for Children's Health and Wellbeing

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

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

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

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

Thurnscoe House and Studios use the local GP or A&E Departments for children's medical treatment during their stay on a temporary residency system. All other medical issues are managed by parents. Records are maintained of medication and first aid. Every child within the home has a health plan which records all relevant information. Further to this, staff at Thurnscoe House and Studios monitor sleep patterns, weight, food and fluid intake of each child. Should there be any dramatic change residential staff can liaise with the class teacher and catering co-ordinator to implement plans across the whole day.

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

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

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

Provision and Preparation of Food and Drinks

The aim of our policy is to promote a good diet, but does recognise that some foods may be a source of difficulty for some individuals with Autism e.g. self-restricting diets and sensory difficulties. A healthy range of nutritious, varied, balanced and attractively presented foods will be offered at every mealtime with opportunities for choice. Staff will encourage balanced healthy choices through offering a variety of foods and using

different cooking methods in order to help children and young people find food they enjoy.

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

For example one child doesn't like to eat tea at tea time so he has a visual snack board where he chooses preferred snacks at two separate times and then chooses a main meal which he helps to prepare when he's ready.

The children choose what meals they would like from either PECS symbols or actual photos of foods that have been cooked, this is to enable each child to make definitive person centred choices.

The children within Thurnscoe Studios are encouraged to shop for some meal choices and prepare meals with staff support.

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

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

6. Arrangements for Leisure Activities and Extended Curriculum

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

Support Workers each have an area of responsibility in regards to activities and will work with children weekly to ensure they are given the opportunity to take part in them.

Programmes rotate on a four week rolling programme. The variety of activities gives the children the opportunity to experience new environments or build new skills, for example an exercise session could be horse riding, Bowling or feeding the ducks, and the gaming session could be crazy golf, an indoor games night, or laser quest. Children are encouraged to take part in some aspect of the activity rather than refusing to participate, for example a young person may go for a coffee at the venue rather than taking part in

the activity or may choose to watch a peer taking part; this may build on an individual's confidence to participate next time or they may be happy to continue to work towards their life skills by purchasing a drink. The programmes are modified on a regular basis to adapt to children's requests as and when they chose a preferred activity or show dislike to an activity.

The programme includes aspects of the curriculum. Enterprise is encouraged on a weekly basis; some children make products to sell at the school shop and one child currently sings at a Public House one day a week. Young people are also encouraged to take part in one session of homework each week.

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

Some children use talking Mats to make activity choices and some children discuss their ideas in house meetings.

To enhance the children's life skills they are able to use GOOGLE Nexus Tablets that have been installed with the How To app, this app when scanned by the child shows them a video of how to carry out a particular task for example making a cup of tea, loading a washing machine and making a bed.

To ensure an extended curriculum is wholly embraced the Head of Care works closely with the Deputy Principal and Assistant Heads. Children work towards outcomes identified on their EHCP. The Deputy Head of Care oversees the implementation of outcomes and tracks progress with the support of the management team. The Deputy Head of Care organises meetings with the Deputy Principal and an Assistant Head at the school to discuss any changes to Curriculum and the educational progress of the residential children.

The Head of Care Deputy Head of Care or Team Leader will discuss parent's aspirations for their child at Annual reviews and work on a target that parent's request.

7. Arrangements for Consulting with and Supporting Children

The school and residential settings are committed to full involvement by all people using our services. The school ensures children are able to make their views known, through the School Council, contributions to their Annual Review meeting, and questionnaires to people directly using our services and their families. Young people will also sit on the interview panel when recruiting for new staff.

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

Each young person has their own Staying Safe booklet that contains an individualised complaints form which they understand and can use. Staying Safe is regularly included within the activity planner and includes various topics which staff cover with the young people such as Stranger Danger and road safety. Staff are encouraged to complain on behalf of children should they recognise signs that a child is unhappy with any given situation.

Children's meetings

Children meet with a member of staff each week and cover their staying safe book or "how to complain" information. Some children will also meet with their peers or Key workers to discuss any changes they would like to make to the service, or they may cover hot media topics that will help them stay safe.

Menu choices

Children at Thurnscoe House choose their favourite foods which are then blended onto a weekly menu. Children at Thurnscoe Studios prepare a weekly menu which is collated during meetings with their peers. New foods are introduced to add variety and new experiences, and young people's cultural requirements and special diets are also reflected. Festivals are also included within the menu. Children are able to refuse food and alternatives will be offered. Monitoring collated also impacts the menus, for example if children are regularly refusing food, the menu will be changed; or if a child is not within a healthy weight bracket, staff will meet with them to discuss adaptations to their menu. Children are encouraged once a week to eat out at a food venue, where they will choose order and pay for their meal, building confidence and life skills.

Activity programmes

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

Inspections

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

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

Personal Possessions

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

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

In line with our policy "Bedrooms and Personal Individual Space of People We Support" an inventory will be made as part of the move into the home of all possessions and updated regularly.

Flexi boarding children have an Inventory completed on every visit.

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

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

8. Fire Precautions and Emergency Procedures

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

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

9. Arrangements for Contact

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

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

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

10. Arrangements for Dealing with Complaints

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

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

The staff team within Thurnscoe House and Studios encourage and empower the children to complain if they are not happy, this is taught by having one to one weekly meetings with each child.

Thurnscoe House and Studios present the complaints policy in various formats within the service, along with contact details of the Children's Rights Commissioner and Designated Safeguarding Officers. Thurnscoe House and Studios has developed children's complaint forms to ensure they are accessible and relevant to each individual child.

11 Promoting positive Behaviour and Relationships

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

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

Staff teams receive initial training and refresher sessions on supporting the nature of autism and aspects of resulting communication, social interaction, behavioural and sensory needs using the SPELL approach. In house training is also given on proactive and reflective behaviour support by the Psychology team. In addition all staff are trained and attend

refreshers on Studio 3 techniques, which are non-restrictive and work to maintain low arousal approaches to behaviour support. Our policy Use of Restrictive Physical Interventions (RPI) in NAS Schools & Services outlines the clear procedures to be followed if a young person is displaying significant harm to themselves or others. Senior staff are alerted and records are completed of the incident. All RPIs are discussed weekly within Senior Leadership Team meetings.

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

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

Debriefing procedures are in place for all staff and personal wellbeing is supported and additional access to Health Assured Employee Assistance Programme. All children are supported, redirected and monitored if they have become involved in any kind of incident. Within Thurnscoe House and Studios we are developing a debriefing talking book to enable the children to tell us how they are feeling.

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

12 Arrangements for Child Protection and Countering Bullying

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

The Head of Care is one of the five Designated Safeguard Leads overseeing Safeguarding children within the Robert Ogden School and its residential services. Our lead is the Principal of the school.

Our school safeguarding system has recently been reviewed, implementing an electronic database, which can be sent directly to our Nominated Individual. We have also increased

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

All our safeguarding concerns are logged on a data base, which is secure and can only be accessed by the Designated Safeguarding Officers. A nominated lead co-ordinates all information and data and reports directly to the Principal.

All serious or significant incidents are reported to our Nominated Individual. A weekly report on current issues of concern, incidents, and serious events is drawn up by the Nominated Individual and circulated to the NAS Senior Management Group and the Chair of EQDC who are able, if necessary to take appropriate additional action.

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

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

Within Thurnscoe House & Studios the children and young people have access to a PC that is connected directly to the Robert Ogden School network and game consoles that are updated by the school ICT Technician to ensure on line games are current. The services also have access to iPads and other tablets some of which are used specifically for Skype calls home. Wi-Fi connections are securely managed by the ICT Technician. Our ICT Technician is also able to support the team with specialised support and guidance to ensure children remain safe.

Each child has a "Missing from Care Risk Assessment" which is sent to South Yorkshire Police Missing Child Officer. Our "Missing Child Policy" guides staff or volunteers of what to do if a child is missing.

Staff Recruitment and Checks on Other Adults

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

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

Staff Deployment and Supervision of Children

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

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

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

All shift leaders have substantial relevant experience of working in the school and management experience. For newly appointed shift leaders we facilitate a buddy system and an on-call system.

New shift leaders will also experience the morning shift and the afternoon shift and will be given ample time and support to read the children's paperwork. Senior staff and Support Workers are always encouraged and empowered to take on areas of responsibilities that meet their skill set.

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

Staff at the home, are of both sexes and work set shift patterns to create continuity for the children. The home employs a morning team who work 7am -10am, an afternoon team who work 2.15pm -10.15 pm, and separate night waking team who work 10pm-7.15 am. When covering staff absence we use Teaching Assistants from school who the children are familiar with again this provides consistency for the children.

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

Staff Supervision, Training and Support

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

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

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

Monitoring by Independent Visitors

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

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

13 Equal Opportunities

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

Equal opportunities applies to all areas of school life, including residential services, classrooms, corridors, playgrounds, the canteen and staffroom, and encompasses

management meetings, parents meetings and such like. The NAS advocates a whole school approach to equal opportunities, and aims to involve all members of the school community in its development and implementation.

14 Arrangements for Implementation and Review of Placement Plans

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

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

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

- Working File – this contains an overview of support necessary for each young person along with joint education/residential plans.
- Additional Information – contains health information and any other correspondence
- Portfolio - holding all outcomes achieved by the young person, this document is used by the child when they leave to show all their personal achievements.
- Photographic Evidence File – Photographs of activities and WOW moments.
- Contact File – contact with parents, carers, Social Workers and others
- Staying Safe booklet – complaints information/ Staying Safe
- My Choices book –evidence of activities and meals chosen

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