

Statement of Purpose for Wellingtonia Children's Home Wellington, Telford Shropshire, TF6 5HE





Statement of Purpose

Issued in accordance with the Children’s Homes Regulations. Quality Standards for Children’s Homes and the requirements of the Children’s Homes and the requirements of the Children’s Homes (England Regulations 2015 Regulations 16)

Person Responsible for Review

Name: Anna Marie Davies

Position: Registered Manager/Head of Care

Dated	Name of Reviewer	Section amended	Signed
March 2018	Tracy Francis	Staffing/1.3	Tracy Francis
July 2018	Tracy Francis	All section	Tracy Francis
December 2018	Tracy Francis	Young person’s moves.	Tracy Francis
January 2019	Tracy Francis/Anna Davies	1.1 1.2 1.3 1.6 1.7 2.0 2.1 5.0 7.1	Tracy Francis
December 2019	Tracy Francis	All Sections	Tracy Francis
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May 2020	Anna Davies	1.3c,3.1, 3.3, 6.1, 7.0, 8.1, 10.1	A M Davies
March 2021	Anna Davies	All sections reviewed. Changes to room structure	A M Davies
May 2021	Anna Davies	All sections reviewed.	A M Davies
July 2021	Anna Davies / Phoebe Watson	Staffing Qualifications, Experiences and Structure Reviewed	A M Davies P Watson
April 2022	Anna Davies / Phoebe Watson	Room Structure	A M Davies P Watson
June 2022	Phoebe Watson / Steve Butler	Accommodation	P Watson S Butler
17 th October 2022	Anna Davies / Phoebe Watson	Staffing Structure / Room Structure	A M Davies P Watson
2 nd November 2022	Anna Davies	Clarity on respite offer	A M Davies
23 rd January 2023	Anna Davies	Reviewing document as CMT	A M Davies
23 rd March 2023	Anna Davies	Room structure	A M Davies
25 th January 2024	Anna Davies	Room structure and staff qualifications	A M Davies
20 th March 2024	Anna Davies / Phoebe Higgins	Room Structure	A M Davies P Higgins

This statement of Purpose is intended as an overview of the operational intent of the home. Should the reader wish to view any of the policies and procedural guidance referred to in this document, copies can be obtained by telephoning Overley Hall Head office on 01952 740262. www.overleyhall.com email: annadavies@overleyhall.com

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1.0 Quality of Purpose of Care

1.1 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.

Wellingtonia is a registered care home which shares the site with the school which is under a separate registration. The children's home provides care for young people of both genders, from ages eight to nineteen. The provision caters for young people with a variety of needs, most of whom having a number of diagnosis's which may include two or more of the following: autism, learning difficulties, Downs syndrome, epilepsy, Anxiety Disorder, Attention deficit hyperactivity, emotional difficulties and attachment conditions.

The children's home provides accommodation for twenty two young people. Young people are placed at Overley Hall for a variety of reasons. These may include:

- ❖ Family and placement breakdown
- ❖ Assessment Centres needing to reintegrate the young person.
- ❖ Young people who may have experienced abuse along with having complex needs including autism and learning difficulties
- ❖ Respite care (for children and young people that attend the on site school)

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

We believe

- ❖ That every young person deserves to feel valued and to live in a safe , structured and caring environment which is caring, homely and nurturing
- ❖ Our young people should receive the best quality of care from a care team who are skilled, committed and protect the young person from abuse and neglect.

- ❖ Our young people's individuality is recognised and celebrated and from which we build upon their strengths
- ❖ In promoting equal opportunities for all young people and staff regardless of ability, disability, gender, sexual orientation, religion or ethnic derivation.
- ❖ In promoting positive working relationships with parents, guardians and extended family to maximise the support our young people receive; sharing strategy and agreeing outcomes to maximise consistency
- ❖ In planning for progression, recognising and celebrating every small step achieved on their journey.
- ❖ Work proactively and less reactively

Our outcomes

- ❖ Young people develop their communication skills to better enable them to express their thoughts, feelings and aspirations.
- ❖ Young people become better able to engage with staff, family and peers.
- ❖ Young people develop social skills and awareness and eventually leave us more emotionally resilient and better able to self-regulate their behaviour; improving their chance of living with greater autonomy and independence.
- ❖ Young people develop personal skills to increase independence reducing their reliance on others in their future lives.
- ❖ Young people develop their confidence and self-esteem and relationships between themselves and adults.
- ❖ Young people develop to enable them to live more 'inclusively' with families, where possible, and as part of communities and/or in the community
- ❖ Young people live more meaningful lives due to their developed independent living skills.
- ❖ Children and young people will progress with the independent thinking and problem solving skills.

Approach

We recognise that the most important tools we have to help our young people to grow and develop, are ourselves. We are aware that our ability to relate to our young people

in a sensitive, caring and consistent manner is the most important contribution we can make to their development.

Across Wellingtonia we offer a 'person centred' approach with the young person at the heart of everything we do. We tailor the way we work to meet the young person's individual needs, strengths, aspirations and interests. We draw from a range of methods, which include: Attention Autism, Intensive Interaction, Theraplay, PACE and sensory play.



We believe that our young people will make most progress if care, school, therapy and parents work towards common and agreed goals and that our strategies are therapeutically applied. Therefore, our approach is that of an 'integrated' nature with our therapy team fully involved across both care and education. Therapy are also there for parents, staff and young people.

When young people arrive at Wellingtonia our first priority is to provide a therapeutic environment and culture which is safe, warm, nurturing, yet structured. Empowering the young person to begin to take responsibility for making decisions and expressing their views.

To achieve this, we:

- ❖ Provide the young person with a living environment which is appropriate to their individual needs and which reflects their preferences where possible.
- ❖ Ensure, through the provision of a safe and secure living environment, that young people are given the opportunity to build confidence, develop trusting relationships, enabling them to begin to access the continuous curriculum which runs across care and school.
- ❖ Support the development of the young people to enable them to express their views, wishes and feelings and to enable them to make choices.
- ❖ Provide stimulation and opportunity through daily programmes tailored to meet individual needs of young people.
- ❖ Plan for progression and measure progress across specified activities and in specified areas of individual need

- ❖ Carry out effective care planning and reviews and promote partnership with local authorities and those with parental responsibility. Placement plans are reviewed monthly or sooner where applicable.
- ❖ Involve the services of external consultants often by setting up service level agreements examples include CAMHS, Psychology and future focus as appropriate to meet individual health needs
- ❖ Support young people to transition seamlessly into and eventually to move on from Wellingtonia through planned transition planning

1.3 A description of the accommodation offered by the home including:-

a. How accommodation has been adapted to the needs of children;

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

c. The type of accommodation, including sleeping accommodation.

Wellingtonia is set in a large characterful Victorian building sensitively adapted and modernised over many years to meet the changing needs of the young people. In addition there is a small house with in the grounds which is also registered under Wellingtonia and can accommodate four young people and is part of the 22 young people that Wellingtonia is registered. The home is able to offer a variety of placements up to 52 weeks residential, and respite for day pupils only (children and young people that attend Overley hall School.)

These will be young people known to Wellingtonia to reduce the risk of unsettling any of the current residents.

Wellingtonia is sufficiently spacious and has been set up to enable the young people to be accommodated in a large home which has five family groups. The family groups chosen will be dependent to the best of our ability on which room best suits their needs in terms of the level of support they require, their age, and their sensory needs. These rooms vary in size and how they function: ***please see below***

Family House	Maximum Number of children or young people	Number of young people at present	Level of Need	Age range	Location	Brief description
Robin	4	3	High	10-19	Ground Floor	Ground floor. Opens up onto playground, adventure playground & sandpit. Close to Water play activity, Sensory Lodge and the bathrooms. Bedrooms upstairs on first floor landing.
Swan	5	5	High	9-19	Ground Floor	Ground Floor. Opens up onto playground, adventure playground & sandpit. Close to water-play feature, Sensory Lodge. Bedrooms upstairs on first floor landing.
Kingfisher	5	4	Medium-High	9-15	Ground Floor	Leads off from the Main Hall. Ground Floor. Mood lit bathroom. Has own well equipped garden, near water-play feature and sensory lodge; very spacious and well lit; Bedrooms upstairs on the first floor landing.
Dove	5	4	Medium	11-19	Second floor	Has one well equipped kitchen with washing machine to promote independence. It has two large lounges and one smaller lounge. Two bathrooms. Young people are supported to cook and work on independence skills in preparation for moving on to semi – independence. All bedrooms are on the same floor which is on the 3 rd floor.
Lodge	4	4	Mixed	13-19	Detached House	Self-contained house with lounge, dining room, kitchen, office, bathrooms, four bedrooms plus staff

						sleep in accommodation; large garden with terrace, lawn, swing and trampoline. Young people are supported to build on independent skills in preparation for when they move into adult care.
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The living and learning environment at Wellingtonia is physically safe and appropriately secure, taking into account the varying needs and characteristics of the young people living here. When matching young people for the home, we take into account their cognitive ability and maturity levels as we realise that neuro-typical 19 year olds would not be suitably placed with 8 year old peers. We would also like to make it known that all of the young people are able and encouraged to move around in each other’s living space as it is their home.

Young people often with the support from others can be creative in adapting their individual bedrooms to reflect their sensory needs, preferences and interests. The preferences and needs of the young people are respected in areas such as; colour of room, curtains, duvet sets, furnishings, and toys in or out of the room, visuals to aid understanding. Bedrooms are adapted in accordance with individual risk assessments.

The children’s home and gardens are furnished to create a calm but stimulating environment and has a wealth of resources which include:

- ❖ A sunken trampoline in the walled garden
- ❖ Trampoline in the garden of the Lodge
- ❖ Kingfisher house garden is equipped with sensory lodge, sensory garden, swing and outdoor exercise equipment and is astro-turfed to enable young people to use trikes, scooters and bikes.
- ❖ Fully equipped playground fully equipped with basketball nets, bikes, scooters, trikes, balls etc.
- ❖ Adventure playground with various climbing frames, slides, variety of swings, roundabout, sandpit

- ❖ Walled Garden includes a sensory garden, allotments, greenhouse and polytunnels, small apple orchard, field.
- ❖ Our Coach house includes a gym area, cinema room, soft play area which also includes a ball pit, sensory integration swing.

Being set in 12 acres of ground, productive gardens and mature woodland promotes young people's engagement with land-based opportunities, nature and wildlife. Two woodland areas are enjoyed by our young people during Forest School sessions after school and in the holidays using the earth oven, Tweet street, fire pits, bird feeding, hedgehog and bug house building; and so much more;

Located upon the Overley Hall site is 'The Woodlands' detached CQC registered post 19 residential provision which offers five adults with complex needs including autism and severe learning difficulties an experiential experience. This provision was developed in response to providing transitional accommodation for young people moving on from Wellingtonia post 19.





1.4A description of the location of the home

Wellingtonia is located on the periphery of the market town of Wellington, Telford in Shropshire providing it with excellent accessibility to the county motorway and road network, rail and public transport routes, while being pleasantly distanced from the hustle and bustle of the major towns. It is very close to Wellington (five minutes away by car), Telford town (ten minutes away by car), and Shrewsbury town (twenty minutes away by car). All three towns are relatively large and have major facilities such as shops, supermarkets, leisure centres, cinemas, restaurants and local clubs which the young people can attend.

The home is situated in an ideal location to accommodate vulnerable young people with complex needs and whose behaviour may be perceived negatively, and may pose a risk to themselves and on occasion, others. The home and extensive gardens allow the young people to express themselves without causing a disturbance in the neighbourhood. The care team make very good use of the country setting. Although set in a rural area, walking distance from the village of Wrockwardine, we are close enough to take advantage of the fabulous facilities of the local towns of Telford and Shrewsbury.

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

We believe that religious observance is an important part of an individual's identity. Telford boasts a diverse multi-cultural population and provides places of worship to meet the needs of several different faiths.

Before a young person is offered a place at Wellingtonia, we carefully consider how we will be able to meet their cultural, linguistic and religious needs. We have been successful in integrating young people from differing cultures and religions into the home over many years.

The care team feel strongly that young people from differing cultures are enabled to retain their cultural and religious beliefs. We do this by researching backgrounds and aspects of cultural identity and weave this into care planning, activities, menus and religious observance. We consult extensively with family (sometimes with the help of interpreters) and pride ourselves on our sensitivity in this area.

We believe in broadening tolerance and understanding of all cultures, seasonal and religious festivals and international sporting events.

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

We support the right of any individual to make a complaint. On admission to the home, our complaints procedure is explained both verbally and again in the form of a young person's guide, this is done in a way in which they young person is more able to understand such as through the "talking mats".

Wellingtonia defines a complaint as 'any communication received in writing, by telephone or in person which expresses dissatisfaction about any aspect of the home the standards of service, or actions or lack of actions by the home or its staff'. A complaint may be received from a young person, their parents/guardians, and members of the public, social workers, independent visitors or appointed advocates.

Wellingtonia takes all complaints seriously and are recorded in a complaints log within the home. Dependant on the nature of the complaint it may be necessary to inform an external agency such as the local Safeguarding board, Placing Authority or Ofsted.

A copy of the Complaints Policy is available on the website (www.overleyhall.com) or by direct application to staff.

Complainants and their advocates additionally have the right to address their concerns through their placing authorities Complaints Policies and through Her Majesty's Chief Inspector (HMCI) at Ofsted.

The contact address for the regulator is: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone 03001231231, Email: enquiries@ofsted.gov.uk

As part of the appeals procedure, the complainant is made aware that they may complain to the Commission for Social Care Inspection.

Wellingtonia are sensitive to the often impaired ability young people have to make their concerns heard as a result of needs and learning difficulties and reduced ability to express themselves or communicate. Staff enable young people with permission, and where able to exercise this right. Young people are given information about how they can make their concerns or complaints heard using a communication in print format which is appropriate to their needs. The views of young people are gathered regularly and following incidents. Staff support young people to express their concerns through: Talking Mat, Comic Strips Conversations, a variety of differentiated questionnaires, a communication in print and photographic complaints procedure and format; Staff may use observation of behaviour to determine if a child or young person is trying to demonstrate their displeasure/concern.

Should a young person make a complaint the home often involves the SALT so that she can spend time with the young person to see what is the best way to work with them to facilitate any complaint or concern.

We also provide an advocacy service, who come to the home once every two weeks this is to ensure that the young people have someone who would be able to advocate for them should they feel it is necessary.

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

Each young person has a Positive Support Plan (PSP), which give staff the information needed to help manage the young person's behaviour. The PSP works across the home and education to ensure that everyone is working consistently with each young person. Alongside this, young people have risk assessments, which are updated on a regular basis.

If the situation should arise whereby a young person alleges abuse or an allegation is made against a staff member or family member, we follow the local safeguarding guidelines (Telford and Wrekin Safeguarding 'Family Connect') in line with our statutory obligations.

The homes policy promotes the safety of all by ensuring within the staff team there are explicit roles and responsibilities that enable this to happen.

The registered Manager, Deputy Manager and Team Leaders are trained as a "Safe Guarding Lead"

Wellingtonia home aims to:

- ❖ Protect young people from maltreatment, specifically abuse that may be categorised as physical, sexual, and emotional or as a result of neglect. We additionally class bullying as a form of abuse that may transgress across the other definitions
- ❖ Prevent impairment of young people's health or development
- ❖ Ensure that young people can grow up in circumstances consistent with the provision of safe and effective care

- ❖ Take action that enables all young people in our care to achieve the best possible outcomes
- ❖ Be aware of the potential for extremism and radicalisation of vulnerable individuals by providing 'Prevent' training to all staff
- ❖ Protect young people from on line risks through an effective 'e-safety' policy, training, committee and practice



Surveillance:

Some of our young people have bedrooms alarms that can be activated once the young people have settled to their own bedroom each night. This is to help monitor their movement as some of our young people have a history of epilepsy and other medical problems. There are also some alarms on the outside of bedroom doors which are set at night, this helps young people feel safe regarding anyone who may try to access their rooms and also alerts staff if young people may need support during the night. Should any of the young people need any monitoring device a risk assessment has been put in place alongside permission from parents and capacity assessments.

As necessary, we will advise Ofsted of any employee dismissed for poor practice and concerns will also be reflected in any future reference requests. Should the concern warrant a referral to the Protection of Children Act List or Protection of Vulnerable Adults List we will not hesitate to make a DBS referral if the person has been a notifiable investigation.

The home operates a Whistle Blowing Policy to empower care staff to report any concerns they may have regarding a colleague's practice. To enforce the policy further it is a disciplinary offence not to report concerns and failure to do so can lead to dismissal without notice.

2.0 Views, wishes and feelings

2.1 A description of the home's Policy and approach to consulting children about the quality of their care

In recognition of the severe difficulties some young people placed may have in communicating, Wellingtonia is particularly sensitive in providing a broad range of methodologies and electronic aids to encourage children to share their views and opinions. A range of questionnaires differentiated to enable children and young people with learning difficulties the best possible chance of expressing their views about the quality of their care. To scaffold this procedure, we may also use a variety of Augmentative and Alternative Communication aids (AAC):



- ❖ *Photographs and picture symbols*
- ❖ *Talking Mats*
- ❖ *Proloquo2go on iPads incorporating bespoke software specifically adapted to the communication needs of the child*
- ❖ *Individual ACE Communication books*
- ❖ *Picture Exchange Communication System (PECS)*
- ❖ *Objects of Reference*
- ❖ *Journey books*

Our in house Speech and Language Therapist (SALT) carries out clinical assessments to tailor and support these needs. Our Clinical Psychologist also provides support and strategies to support young people to better express themselves. We also have an Occupational Therapist (OT) who works two days per week who completes assessments around the needs of the young people. As our young people find it extremely difficult to understand the concept of giving or forming an opinion and expressing their views, it is vital that staff and visiting professionals/family pay particular attention to the behaviors and emotional wellbeing of the young people.

To help us recognise when a young person may be behaving in a way which may be out of character or shows their anxieties are raised we use observation and recording systems to look for patterns from which we can identify anything which may be unusual

or different. The behaviors observed are monitored across the day and incidents are broken down by looking at the setting, the possible trigger, the action, the response given to attempt to gain a deeper understanding of the behavior.

All young people's behaviors are clearly recorded and shared with social workers and parents.

Wellingtonia has two types of meeting which are helping to identify views. These include 'meetings around the child' (MAC) and 'meetings around the team' (MAT). Both types of meeting are cross team and include care, education, and therapy wherever possible. Both types enable views to be collated and effectively addressed by the staff and management where necessary to inform and improve the quality of care.

Wellingtonia actively encourages placing authorities to make available independent advocates for the children placed here to ensure that their voice is heard. Wellingtonia has employed an independent advocacy service (Coram) who visit the children every 2 weeks in order to ensure the young people's voice is heard.

We endeavour to gain the views of the young people following any incident. This debriefing is to ensure the young person is physically and emotionally unharmed as a result of the incident. Debriefing is carried out by management. Management are specifically looking for:

- ❖ *Physical wellbeing*
- ❖ *Emotional wellbeing*
- ❖ *Activity and attentiveness*
- ❖ *Relationship between all involved, particularly between the young person involved and those who were involved in the incident*
- ❖ *The interaction between those involved and the young person – in unconditional acceptance evidenced*

Each young person has a designated keyworker and co-keyworker (who works on the opposite shift to the keyworker). Keyworkers build relationships with young people and serve as advocates for the child.

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

a) Anti-discriminatory practice in respect of children and their families

b) Children's rights

Anti-discriminatory Practice - We embrace the right to be an individual

All young people living at Wellingtonia receive personalized care that promotes all aspects of their individual identity; this includes recognition of gender, faith, ethnic origin, cultural and linguistic background, sexual orientation and any disability they may have. These factors are central to and integrated across every aspect of their care package to support their daily life.

We do not discriminate on the grounds of disability, race, gender, ethnic origin, sexual orientation, and cultural or religious beliefs.

Staff will ensure that young people are not subjected to discrimination, marginalization or ridicule from their peers because of any perceived difference.

Staff members at Wellingtonia receive training on Anti-discriminatory Practice and Equal Opportunities on a rolling program to ensure their understanding and improve practice. Sensitivity to the individual needs of some young people is enhanced by practical consultation with experts and parents.

Our policies are compliant with the requirements of all relevant legislation and can be viewed on the website (www.overleyhall.com) or available upon request from Email: info@overleyhall.com or Tel: 01952 740262.

Children's Rights

Young people are actively enabled to attend and contribute to their reviews to inform and influence decisions made that effect their lives. They have a say about their physical environment and specifically their bedroom decoration and furnishing. The home knows and responds appropriately to their medical & dietary needs and their individual likes and dislikes.

We are committed to promoting the rights of young people and this is reflected in our

daily practice. We endeavor to:

- ❖ Maintain the young person's right to privacy and confidentiality to ensure they are treated with dignity. *Best interest decisions may need to be made for the young people based on their level of capacity and needs.*
- ❖ Promote the local authority to provide an advocate or independent listener. *The home have fortnightly visits from Coram voice (independent advocates)*
- ❖ Seek the views of children and young people.
- ❖ Care staff supports young people to develop their understanding of 'rights and responsibilities'
- ❖ Support the young person to raise a concern or make a complaint

Counter-bullying

Bullying is not tolerated at Wellingtonia. We are aware that many of our young people are vulnerable and at risk of bullying. We believe that preventative measures are invaluable to reduce the behaviour.

All staff are aware of our counter bullying policy and this is an area that is openly discussed in meetings, and the advocate will continually monitor.

2.3 The review of placement plans

We believe our placement plans are portfolios of evidence for each child's journey at Wellingtonia. The young people complete journey books and keyworker session, these are done in a way in which they young person can share their views so it may be through talking matts, photos, words, feeling. The young people seem to really enjoy these books and often look back through them.

We also complete a weekly snapshot, which gives a rounded honest view of how the young people have been doing. This information is then shared with the parents and the social workers.

Risk assessments are a working document and continually change alongside presenting behaviours and ongoing outings in the community.

The placement plan will grow with the young person and will reflect the progress that they have made. This will be reviewed through team meetings, MAC and MAT meetings and updated as and when changes have taken place.

3.0 Education

3.1 Details of provision to support children with special educational needs

Wellingtonia delivers independent education through its own facility, Overley Hall School, registered with the Department for Education (DFE) and inspected by Ofsted.

For pupils with an Education and Health Care Plan (EHCP) or Statement of Educational Needs, targets and outcomes will reflect those specified in the EHCP or Statement. These are reviewed termly with staff, parents, therapy department, social services, and the education authority. For looked after children, virtual head also oversees target & outcomes are appropriately challenging.

Wellingtonia adopts an integrated approach to care, education and therapy for its young people. Targeted approach promotes challenge, consistency, stimulation and aspirational expectation. The targeted approach across all three departments ensures maximum progression.

Each young person has a curriculum designed to ensure maximum progression from their starting point upon entry. Staff take a proactive and creative approach to planning to ensure pupils are motivated, engaged and stimulated. A holistic view is taken in the planning of their individual curriculum which will consider their:

- ❖ Communication skills
- ❖ Language skills
- ❖ Attention & Listening skills
- ❖ Social awareness and social skills, PSHE and Citizenship
- ❖ Emotional development
- ❖ Academic and learning
- ❖ Physical
- ❖ Vocational skills
- ❖ Problem solving
- ❖ Development of self-regulation

The pupils are grouped according to the ability and age. They may follow a curriculum which has a clear progression pathway. We offer the National Curriculum, although great emphasis is placed on relevance, understanding, engagement, reducing anxiety, motivation, enabling progression & celebrating success.

Pupils have opportunities to work towards accredited courses at an appropriate level. These enable pupils to celebrate their achievements and better prepare them for life beyond school. These include AQA Unit Awards (Pre-entry and Entry Level), OCR Life and Living Skills Diploma and Entry level Certificates. We will endeavour to provide opportunity to identify and achieve qualifications linked to individual aspiration and strength.



Pupils are supported 1:1 in school, with a small number supported 2:1 in line with risk assessments and placement requirements outlined prior to entry.

The Head Teacher takes full responsibility for the 'designated teacher role' and attends relevant meetings arranged for Looked after Children.

3.2 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.

Not applicable.

3.3 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.

Overley Hall School curriculum policy seeks to support the schools objectives of helping each young person to achieve their full potential academically, socially, behaviorally and emotionally. The school believes in providing an education opportunity with the aim of reducing the anxiety of its young people through a combination of flexible curriculum design, regular assessment, accurate target setting and a curriculum delivered with a therapeutic approach. The school aims to nurture interests, strengths and the individual needs of students through providing a person-centered curriculum in conjunction with young people, parents and involved

professionals.

The school aims to encourage individuality and make learning motivating and fun. By providing a therapeutic environment which nurtures and develops the whole person, and a reflective ethos, young people are given the opportunity to thrive. The school has a high expectation of its young people and aims to reach each student's full potential academically, socially and vocationally but also develop needs specifically linked to individual diagnosis, which may include communication skills, social interactive skills, social imagination, living and life skills, through a seamless continuous provision. We believe that we will support our students to a greater level of independence and a better future quality of life.

The curriculum policy supports the framework of Wellingtonia being a home for young people with autism who have associated learning or/and emotional difficulties and who all benefit from the high levels of support and structure from the curriculum. The continuous curriculum strongly promotes engagement and EHCP outcomes, actively promoting the principles of individual human worth, respecting diversity and helping in the development of self-control.

The school curriculum structure operates a seven period day, each session lasting forty five minutes. The day begins with circle time where pupils are encouraged to consider the previous evening and how they are feeling. The last period of the day supports pupils to reflect on their day and what progress they have made during their day.

Young people are offered sensory art and literacy development opportunities such as tactile story telling. Over lunchtime and break time, young people are also provided with opportunities to play, relax or develop their interests and strengths. The beginning and end of the school day is highly structured and planned to help young people prepare themselves for the transitions both into education and at the end of the day into their respective family group houses.

Themes are delivered which are often elaborated upon during classroom sessions throughout the day. They provide opportunity to develop, social skills, as well as moral,

spiritual, multicultural, citizenship and personal, social religious and health education.

4.0 *Enjoyment and achievement*

4.1 *The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflects their creative, intellectual, physical and social interest and skills*

Wellingtonia provides an extensive and ever increasing range of resources, facilities and equipment that stimulates and facilitates learning, leisure, recreation and cultural awareness. This enables young people to achieve by offering those opportunities, both in and out of the home to develop their academic, vocational, social, communication and independence skills. Our Therapy Lodge, an interactive stimulating environment for enhancing young people's interaction and understanding of differing environments. In addition the 'farm shop project' enables young people the opportunity of work in the gardens, allotments as well as developing social interaction, social skills and numeracy skills by working in the shop on special occasions. The home also has an outdoor activity coordinator who works with the young people after school and in the holidays.

Through access to purposeful and enjoyable activities as part of their daily and weekly routines, young people are enabled to develop their individual potential and ability to interact and build relationships with others. Onsite sensory rooms, cinema room, hydrotherapy pool, arts and craft facilities, a large indoor versatile activity hall used for dances and parties, enables engagement in all weathers.

The extensive grounds give young people access to play equipment, long woodland walks, learning outdoor skills in the Forest School, learning about wildlife, how to grow vegetables. These out door facilities enable young people to play and learn in the natural environment.

Outside of the home we maintain an ongoing and active involvement with established community learning and physical disability groups, sporting clubs. Young people from Wellingtonia are assisted to integrate into all aspects of community life for enjoyment and in preparation for their future lives.

Young people receive pocket money and activity money where they are encouraged to be spent on their chosen interests and are encouraged to budget appropriately to achieve their wishes.

As well as the calendar events, each family room creates a weekly planner to support the continuous curriculum in a proactive and planned way. In addition to this there is a seasonal 3 month activity planner which is overseen by the team leader. There is a comprehensive activity plan in place for when the children are on holiday, which includes activities such as: Sailing, camping, barge trips, zoo, theme parks, beach, safari park, walks, trains, castles and much more. We will try most activities with the young people so that they share the same experiences as any other children. If they young person does not enjoy the planned activity this is often easy for the staff to see and they will not be pressured to do it again.

We organised a trip to Disney Land in 2019 which involved most of the young people. We also invited the parents and sibling so that they were also able to share the experience with their children as some parents would not be able to do this without support due to the young people's behaviours and difficulties.





5.0 Health

The Therapy team is made up of:

- ❖ Speech and Language Therapist (SALT) (clinically supervised)
BSc (Hons), Currently working towards Master's in Education – MEd Autism
MRCSLT, MASLTIP, HCPC
- ❖ Occupational Therapist (OT) (clinically supervised)
- ❖ Theraplay Practitioners
- ❖ Lego Therapy Practitioners
- ❖ Attention Autism Instructor and practitioner

Our Health Team comprises of:

- ❖ Clinical Psychologist –(clinically supervised)
HCPC Registered DCLINPSY, PG Cert in Low intensity interventions, BSc (Hons) Psychology
- ❖ The home has a service level agreement with the Shropshire CAMHS Team, who visit six weekly to assess young people's emotional and mental health progress alongside monitoring and where necessary prescribing medication

All young people are registered with a local General Practitioners, Dentist and an Optician within the first seven days of the placement. Our dentists are specialize in working with children with learning disability. Should a child not be registered, there will be a record of why in their care plan.

Specialist consultants from various hospitals oversee children with more complex needs both locally and from distant placing authorities where these may promote consistency of medical care needs. Health related appointments are facilitated by care staff in consultation with the children's families.

To ensure the ongoing good health of young people all are subject to annual Looked after Children medicals.

A total communication approach is used across the home. Our philosophy is to maximise interaction and to explore ways of encouraging a meaningful shared communication system in whatever form; whether it is using spoken language, Makaton, photograph/picture symbols, Picture Exchange Communication System, communication books/boards or a communication app such as Proloquo2go on an I Pad. A flexibility of approach is important, the nature of which is determined by the young person's needs.

Effectiveness of Therapy is measured through

- ❖ The effectiveness of this approach is confirmed through our use of outcome measures as outlined in therapy reports
- ❖ SMART targets

- ❖ Therapy outcome measures (TOMS) – Impairment, activity, participation and wellbeing
- ❖ Individualised targets are set in collaboration with the core group (consisting of parents, education staff, care staff, therapists, social worker etc.) working with the young person.
- ❖ Behaviour analysis
- ❖ Anxiety level analysis

Health is measured by:

Department	Occupation	Assessed	Evidence to be found in
Therapy	SALT	<ul style="list-style-type: none"> ❖ Progress measured against EHCP short term targets ❖ Goal Attainment Scoring ❖ Written Reports ❖ SCERTS scaling ❖ TOM ❖ Direct Language Assessment 	<ul style="list-style-type: none"> ❖ EHCP update documents/Annual Report/Care reports ❖ Assessment Files/Annual Reviews ❖ Assessment Files ❖ Assessment Files ❖ Assessment Files ❖ Annual Report/Assessment file
	OT	<ul style="list-style-type: none"> ❖ Goal Attainment Scoring ❖ Progress measured against EHCP short terms targets ❖ Strengths and Difficulties Questionnaire ❖ Observation ❖ Attention Autism Scaling ❖ SCERTS ❖ Anxiety Charts 	<ul style="list-style-type: none"> ❖ Assessment Files/Annual Reviews ❖ Review documentation Assessment Files ❖ Assessment Files ❖ Individual therapy notes/Reports ❖ Assessment files ❖ Assessment Files
Clinical	Clinical Psychology	<ul style="list-style-type: none"> ❖ Success of strategies/staff reports 	<ul style="list-style-type: none"> ❖ MAC meeting minutes ❖ Assessment files

		<ul style="list-style-type: none"> ❖ Frequency – Audit of incidents ❖ Duration – Audit of incidents ❖ SUDS – scaling ❖ Pre/post measures 	<ul style="list-style-type: none"> ❖ Assessment files ❖ Server file ❖ Server file
	CAHMS	<ul style="list-style-type: none"> ❖ Reduction in anxiety ❖ Reduction in behaviour leading to incidents 	<ul style="list-style-type: none"> ❖ CAHMS ❖ Analysis blue file (therapy room)
Health		Weight	Health Care Plan/Placement Plans
		Height	Health Care Plan/Placement Plans
		Food intake	Placement Plans
		Bowel movements	Placement Plans
		Menstrual Cycle	Health Plan

6.0 Positive Relationships

6.1 The arrangements for promoting contact between children and their families and friends

Wellingtonia historically had placement mostly from Telford and Wrekin and Shropshire authorities. However in the last two year's more distant authorities are seeking placements. We now have young people from authorities such as

- ❖ Central Bedfordshire
- ❖ Norfolk
- ❖ Northampton
- ❖ Staffordshire
- ❖ Lincolnshire
- ❖ Bath
- ❖ Warwickshire
- ❖ Birmingham
- ❖ Dudley
- ❖ Leicestershire



The placement of children from within Shropshire enables us to be reasonably accessible to young people's families and friends. We place significant value on working in partnership with parents and social services to help us fully understand the needs and preferences of their children. This may involve parents attending medical appointments with their children alongside support staff.

Wherever needed and for young people from all authorities, we support parents to have quality time with their children in numerous ways. Examples include:

- ❖ Supporting parents by supporting family whilst in the homes grounds
- ❖ Having an open door policy, therefore welcoming families to our home
- ❖ Supporting the development of skills to improve relationships and ability to communicate and understand their children
- ❖ Hosting parties to celebrate special occasions or supporting parties/celebrations which families may choose to book
- ❖ Passing on communication by telephone, email, and sharing information about the quality of contacts by writing contact reports
- ❖ Supporting offsite activities

To celebrate achievement and new developments in Wellingtonia we invite parents, social workers and young person's advocates to our annual Open Day and Christmas festivities. We actively encourage positive contact and relatives are often invited to enjoy social family activities such as swimming or going to the seaside, to promote informal interaction and fun.

As young people develop their social skills at Wellingtonia they are frequently making associations in the community. Staff members encourage and support these relationships by providing practical assistance such as transport and supervision.

Depending on the regional location of the young person's family, visiting the home can sometimes be too far to then travel back the same day. In these instances, we can help to arrange for the family to stay in a local B & B.

Young people are encouraged where possible to make regular telephone contact or Face time/Skyping/Portal to family and friends.

Social stories and timelines - 'Now and Next' are often used to support family contact. This helps to reduce anxiety as young people are kept better informed about what, when, where, why.

7.0 Protection of Children

7.1A description of the home's approach to the monitoring and surveillance of children

The home does not use external surveillance given the staff to child ratio that provides robust levels of supervision. Waking night staff in all Family Groups support night time routines. Each young person is treated individually and require different levels of supervision within the home and when out in the general public. Within the home young people are allowed time to themselves to watch television, take part in crafts etc. Care staff remain close by at all times due to vulnerabilities. Young people are not permitted in each-others bedrooms and are not allowed to be in a closed room alone together in order to maintain their protection and safety. If a young person requests time out in the playground or the sensory rooms we support and celebrate such positive self-regulatory thinking.

The special needs of some young people, for example those with epilepsy, require the higher levels of vigilance provided by electronic sound monitors and more frequent night time checks.

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

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

Wellingtonia employs an Individualised approach to behaviour management that follows the Team Teach model. This focuses upon the diversion, diffusion and de-escalation of behaviour exhibited when children are struggling to regulate their emotions.

A key finding from direct practice is that in the majority of situations where a child is in

crisis, the emerging behaviour may be resolved without the need for physical intervention. Physical intervention is only ever used as a last resort where early interventions have not been effective and there is a clear risk to the young person or others. Where a physical intervention is necessary, a planned response is available, as care staff are fully trained and up to date with current practice and agreed actions. This principle is adopted across the care and education settings, through a consistent approach and guidelines being agreed upon by all staff. Strategies are shared across MAC meetings, core group meetings, and MAT meetings.

Following all physical interventions debriefs will take place by a senior member of staff. This is to confirm the young person was treated with respect and the relationship between the young person and the carer remains positive. This is also a time where all involved can reflect on what has happened which may allow for future learning.

7.2 *Missing from care*

A vital component of keeping a young person safe is to recognise what level of risk they present to themselves and others. This determines the level of supervision required.

In accordance with the West Mercia Protocol for missing children, our young people are assessed as being of High risk should they go missing so should they be reported missing the Police would respond immediately.

Our young people do not generally go missing due to their presentation and high level of supervision. However if a young person did go missing our initial procedure would be:

Care staff contact all family rooms via the radio and conduct a search of the home and immediate area, paying particular attention to favored locations. If after fifteen minutes the young person cannot be found the police and placing authority will be notified immediately. Upon their return, we would ensure the young person is well and attend to any immediate needs such as nutritional and hygiene needs. Once rested we would endeavor to investigate the reasons why they may have gone missing, they may include carrying out a Talking Mat or a Comic Strip Conversation or simply talking to

the young person to ascertain their reasons. On return, a return to care interview would take place ideally from the young person's social worker, should that not be possible then an independent person would be sought such as the advocacy service who have a sound understanding of the young people we care for.

7.3 Fire Procedures

There are hard-wired smoke alarms or heat sensors in every room and emergency lighting to all exits. In accordance with legislation, the home is subject to regular inspections by the fire service, and the fire extinguishers, smoke detectors and emergency lighting are serviced in line with policies.

All of our staff are trained in fire safety (new staff may not be trained immediately but they will be added to the next available training) All checks are recorded and any faults are rectified immediately. Young people and staff are provided with fire evacuation information. An external fire risk assessment is completed annually. Fire evacuation drills are conducted regularly.

8. Leadership and Management

8.1 The name and work address of:

- a) The registered provider
- b) The responsible individual
- c) The registered manager

The registered provider:

Overley Hall LTD is a privately owned children's home & independent special school.

The proprietor is: **Mrs. Anita Brown**

Address: Overley Hall School, Wellington, Telford, TF6 5HE.

Email: anitabrown@overleyhall.com

Tel: 01952 740262

The responsible individual is:

Mrs. Catherine Cooil

CatherineCooil@overleyhall.com

The Registered Manager is:

Anna Davies

Email: annadavies@overleyhall.com

8.3 Details of the management and staffing structure of the home, including arrangement's for the professional supervision of staff.

Please see the following:

- ❖ Staffing Structure: appendix 1

Staffing personal detail, training and development is kept up to date and the Staff Training Matrix within the Administration Office of the home

Supervision is seen as high priority as it is recognised that by utilising the supervision process the staff will feel valued and continue to remain focused and enthusiastic. Care Staff are provided with access to an external counselling service (Employee Assistance Program) should they require confidential support and advice outside of the homes own supervision network. Staff are informed of this during their induction.

The registered manager receives supervision and her appraisal from an external supervisor.

Clinical Supervision for therapists is through peer supervision and formally through specialist interest groups. The Occupational Therapist accesses this through the NHS. The Speech and Language Therapist accesses this through ASLTIP (Association of Speech and Language Therapists in Independent Practice).

8.4 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.



Not applicable - The staffing complement for the home is well balanced with an equal proportion of male and female staff within the individual family groups. This matches the gender mix within each Family Group and helps to facilitate a 'family like' living environment for young people.

9. **Care Planning**

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

Referrals and admissions are considered throughout the year. Young People range in age between eight and nineteen years.

Referrals are submitted in writing to the Registered Manager, accompanied by a young person's Education Health Care Plan and all relevant assessment reports.

Parents and other family members, Local Authority representatives and other professionals connected to a young person are encouraged to visit Overley Hall at any stage of the referral process.

Our Home and school staff members visit a young person at school and home when a referral has been made, this will be part of the decision making around compatibility.

Following the referral/assessment process, if we consider that we can meet a young person's needs and that they will fit in with the dynamics of the existing young people, a placement will be offered.

An initial review meeting is held after one month, followed by a post admission review after three months. Thereafter, statutory LAC review meetings are held every six months and PEPs termly.

Wellingtonia can accept Emergency admissions but this will only be due to exceptional circumstances and this will be dependent on their suitability to the home and also dependent on the young person's current circumstances. We would still visit the young person prior to their admission regardless of whether it is an emergency placement or no