

# ALDERWASLEY HALL SIXTH FORM CENTRE

part of the SENAD Group

## Statement of Purpose

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A Guide to the Residential Care At Alderwasley Hall Sixth Form Centre for Parents, Carers and Professionals.

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## Welcome to Alderwasley Hall Sixth Form Centre Children's Home

One of the biggest decisions a parent or carer has to make is to decide on a residential provision for their child. This is a weighty decision for anyone to make so we hope that this Statement of Purpose will give you all of the information to help support you in finding the right place for your child.

Alderwasley Hall Sixth Form Centre provides a caring and safe environment for 29 young people aged 15 to 20 years with speech, language and communication needs and/or Aspergers Syndrome and/or Acquired Brain Injury (ABI), that require specialised care and education away from home. We also have experience of working with young people with mental health needs.

Young people can access individualised education, are encouraged to expand life and social skills to enhance their independence, self-image and social competencies for the future. Our care packages are bespoke and flexible, focusing on the needs of the young person.

Care staff are extremely experienced in working with young people and receive a comprehensive, ongoing training package to keep them at the forefront of best practice. Young people are also supported by our onsite support services that include Speech and Language Therapists, Occupational Therapists and a Health Promotions Manager.

We hope this guide will have the answers to all of your questions but the only real way of knowing whether Alderwasley Hall Sixth Form Centre is right for your child is to visit and decide for yourself. Please contact us and we will be pleased to arrange for you to visit or answer any questions you may have.

Lesley Mawbey  
Registered Manager



## How We Care for Your Child

Each young person has an individualised care and behaviour plan which is co-ordinated between care, education and therapy staff. The development of the young persons communication and social skills to foster positive self-image in the individual underpins everything we do. The skills involved in communicating ideas, emotions and needs to others and in receiving and understanding communications are taught across the living and learning environment.

We offer planned organised placements that are arranged to meet the needs of each young person in our care. As a result we do not offer emergency placements.

Staff nurture individual relationships with the young people based on respect and positive self-regard. Daily routines are made as flexible as possible to suit the needs and preferences of each young person.

Alderwasley Hall Sixth Form Centre is set in its own parkland in a rural setting. Independent travel is encouraged, as appropriate.

The residential houses accommodate young people in single bedrooms with individual wardrobes and cupboard space and a desk or table. Young people are encouraged to personalise their own space with their own items. Individual bathing and toilet facilities are provided for both sexes.

Other facilities on each residential house include a well-fitted kitchen and communal lounge area with comfortable seating, table and chairs, TV, computer and games. These areas are designed and decorated to be welcoming and friendly. There is access to public payphones that are situated in each house and another private payphone is also available on site. Each house has a staff office and sleeping area together with an appropriate area for the storing and administration of medication. Space is made available for young people to study privately either in the residential house, classroom or library, with the full use of computers and other educational material available.

There is an onsite laundry service although on most houses independence is encouraged and young people are supported to do their own laundry.

**Devonshire House** is the residential house based at the Sixth Form Centre. It caters for young people aged 15 and over. Independent skills are encouraged, with young people helped to plan and be more confident in different areas such as budgeting, cooking and independent travel.



There is plenty to do both within the grounds of the school as well as within local areas. For example, a weekly inclusion trip encourages young people to spend quality time together and engage in activities. This includes activities such as visiting the cinema, going to Rollerworld, Laser Quest or the locals towns and villages. The school is set in the Derbyshire Dales

which offers scenic walking and cycling routes. All of the young people are asked their views into which activities they enjoy and these are considered for inclusion trip activities.

**Cavendish House** is based in Matlock town centre and forms part of the same service as Devonshire House. Cavendish House caters for older young people who are able and wish to begin living more independently, whilst still having support from staff. The house has shared bathrooms, toilets, two lounges and a spacious conservatory where young people can sit for evening meals together.

If a young person has a hobby or special interest they would like to continue, we will accommodate this where possible. We encourage young people to participate in extracurricular activities and community based clubs.



We are committed to ensuring that no young person is stopped from experiencing and enjoying their childhood because of barriers their difficulties may put in their way.

### Views, wishes and feelings

It is essential that the young people we care for have a voice and have a say in how the home is run. Young people are invited to attend regular weekly meetings to have their say and also have one to one time with their Key Worker to express their views and concerns and discuss their targets. Young people can also voice their thoughts by speaking to their representative on the School Council or by using suggestion forms.

The pivotal person in the young person's care is their Key Worker. Each young person is nominated a Key Worker who is the main contact for parents or carers, as well as professionals. They will act as an advocate for the young person, as well as their families, and will attend all reviews and key meetings about that young person. We can also provide an independent advocate for the young person if and when required.

We encourage friends and relatives of the young person to visit them and we ensure that the young person has regular opportunity and support to contact and visit family and other significant people in their lives at regular intervals.



## The extended curriculum

The extended curriculum is a programme of planned experiences and learning opportunities for residential young people which complement and extend those available to them in the education day.

Staff organise and deliver a range of planned, organised and quality assured activities which build on:

- Speech and Language Therapy targets
- Occupational Therapy targets
- Educational targets
- Independent living skills
- Travel skills
- Young peoples' ability to make choices and appreciate the consequences of choices
- Young peoples' understanding of the dynamics of personal and social relationships

All of the programmes and activities are underpinned by the principles of the Skills for Adult Life curriculum. Each residential house has a weekly meeting where young people and staff share information, discuss any concerns and plan activities. Older young people lead their own meetings.

- Gym sessions both onsite and at the local leisure centre
- Football training at the local leisure centre, delivered in partnership with Derby County Football Club
- Swimming onsite or at a local leisure centre
- Squash both onsite or at a local leisure centre
- The Running Club/Circuit Training onsite
- Matlock Running Club's training night
- Track and field events at Moorways Leisure Centre, Derby
- Football, netball and rounders (onsite)
- Camping
- Army Cadets
- Local Youth Club
- Snooker onsite and at a local snooker club
- Trips to theme parks
- Arts and Crafts activities
- Pamper nights
- Shopping
- Film Club
- Cinema visits
- Music nights
- House-based activities such as computer gaming
- Social events such as Christmas parties
- Charity events
- Saturday jobs

Activities take place in the evenings, at weekends and during school holidays and can be group-based or specific to an individual. Some take place either on the school site, within the young people's residential house or out in the community.

During the holidays young people who remain at the school have the opportunity to go on residential trips further afield. Joint planning by residential staff, teachers and therapists over the year ensures that the activity programme has a holistic approach, with the young people at its centre.

Whilst most activities have no associated costs, some



onsite and offsite activities involve extra costs which parents/carers may be asked to contribute to. Residential Support Workers, SLTs, OTs and teachers all work together to support young people in these activities.

All staff in the residential team work together to provide a supportive, relaxing and safe environment for residential young people, whilst ensuring that they are encouraged to explore community-based activities and join in local events.



# Supporting Young People's Behaviour

The purpose of the management of behaviour is to enable individual young people to develop self-control, understanding and to motivate them towards acceptable behaviours, which will enable them to contribute and enjoy life.

Where behaviours do occur, which in a family or group environment would reasonably be considered to be unacceptable, it is recognised that some form of consequence or sanction will be necessary.

Usually this will take the form of a verbal reprimand, coupled with support for the young person to understand why their actions were unacceptable. Where consequences are felt to be beneficial to a young person's understanding of acceptable behaviours, then they will be timely, relevant and just. Consequences which involve a change in the intended routine for individuals are recorded in the consequences record (see the sanctions policy).

Programmes for modifying specific problem behaviours will be established in consultation with the care and education teams, speech and language therapists and other relevant parties, to include parents. An Individual Behaviour Plan is then drawn up. Staff follow the plan and support the individual positively and constructively to reduce negative behaviours.

Co-operative planning of programmes through these meetings should ensure the consistent handling of behaviours throughout the day. The individual programmes are shared with all staff on site and concerned professionals.

## **The Use of Physical Intervention:**

It is necessary under the terms of the Quality Standards and Children's Homes Regulations (2015) that we have a policy, guidelines and procedures on the physical intervention of young peoples, as representing general good practice. This document is intended to ensure that all staff have a clear idea of the practices agreed at Alderwasley Hall School and that physical intervention is only used as a last resort.

We follow the NAPPI ideology (Non-Abusive Psychological and Physical Intervention) and all our staff are fully trained in their approach. Proactive and preventative approaches are always used in dealing with problematic behaviours. All young people have a Lalemand scale, which is a behaviour support plan which gives a consistent way of dealing with a young person's behaviour and clear guidelines in what should and should not be done. We do use NAPPI physical interventions to ensure the young people are kept safe. Every intervention, and in fact every incident, is closely monitored by the Registered Manager, as well as the senior lead on NAPPI training, who is one of the onsite NAPPI trainers. We believe in a transparent approach therefore all incident records are shared with parents/carers and any other significant person in the young person's life.



## Young People's Education

All young people will be provided with a broad, balanced and relevant curriculum which takes into account the needs identified on their Statement of Special Educational Needs/EHC plan (where applicable). The timetables and study pathways are individually tailored to need, ability and aspirations. Each group of young people follows a curriculum which is underpinned by learning, which gives them the opportunity to develop the skills they will need in adult life. This means that whatever the ability of the young people, our plans and targets for that young person will progressively develop the skills necessary to function competently and confidently in adult life.

Our Sixth Form Centre offers a highly individualised educational, therapeutic and residential programme aimed at addressing the transition from Key Stage 4 to adulthood. For further details please request a copy of the Alderwasley Hall Sixth Form Centre Prospectus from the school office.

The school has a range of specialist facilities across the School and Sixth Form Centre sites:

- Tennis courts
- Horticulture area
- Art and design suite
- Hair and beauty salon
- Life skills residential cottage
- Science laboratories
- Technology suite
- Music suite
- Swimming pool
- Climbing wall
- Squash/badminton courts
- Gym/fitness suite
- Kayaks
- Transport fleet of mini-buses and cars

The school has links with the surrounding community, which enhance the activities and opportunities young people experience while at the school.

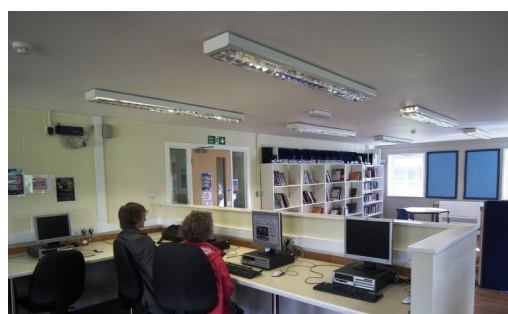
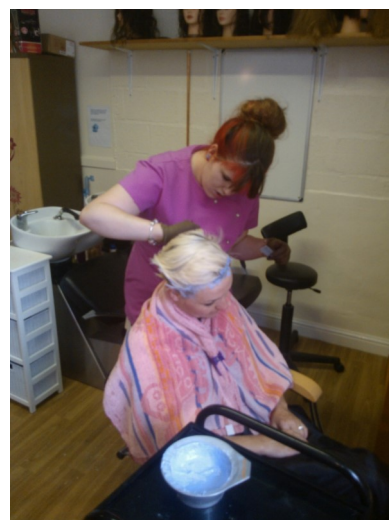
These include:

- Dethick, Lea and Holloway Historical Society
- Wirksworth Heritage Centre
- Local fire station
- Matlock Pottery Workshop
- Carsington Water Reservoir
- Eco and Stone Centre
- Local primary and secondary schools and colleges

Derby Moor School is a Derby City school, rated as Outstanding by OFSTED and with whom we have developed formal links. We have ever increasing collaborative working practises in a number of subject areas which currently include, Modern Foreign Languages, PSHE Art, Dance and Humanities. Future planning will increase joint working and provide increased opportunities for learning and wider experiences for the staff and young people who attend Alderwasley Hall and Derby Moor.

Young people also make use of the local leisure centre, the nearby High Peak Trail and Cromford Mill and Canal.

Some of our young people may develop specific interests or skills, or require particular academic achievements to enable their plans for the future. Others may have already achieved a particular qualification and want to progress to the next level of study, or study at a level which we cannot support at the school site. In these cases we identify a suitable distance learning course (e.g. the comprehensive range of IGCSEs, online distance learning) or approach the local secondary schools, with which we have strong links. We are happy to supplement our academic curriculum, where appropriate and possible, to accommodate the needs and wants of our population.





## Young People's Health

Any health concerns are immediately referred to the Head of Care/Registered Manager and Health Promotions Manager, the young person's GP or their parents. The young person is taken to the local GP at the earliest opportunity, if appropriate, depending upon the severity of the health concern. The Health Promotions Manager supports staff to deal with medical issues and communicates with all staff to ensure regular visits to health providers when required as well as after care. She reports all medical issues to the Residential Care Manager and Registered Managers or Head of Care, as appropriate.

If a young person should become ill or have an accident requiring medical attention, their parents or the responsible adult will immediately be contacted. Parents/Guardians are also requested to inform staff of any medical attention received by an individual on a home visit.

On admission, young people are registered with the local Health Centre, unless parents prefer them to stay registered with a GP at home for medical reasons. Only competent, medically trained staff are permitted to administer medication and hold a key. They are trained in these procedures and careful records are kept.

The administration of any medication that requires injection or any invasive procedure will only be agreed by an individual Health Care Plan where medical advice, support and training are included and agreed to be appropriate by parents and all relevant parties.

Young people are registered for dental checks at the local dental surgery or at home if parents prefer. Optician's services are also provided either locally or at home, as appropriate.

Each new admission will be registered with the local GP surgery, unless remaining registered at their home, and have a simple health check at the surgery during the first week of admittance.

We have onsite, Speech and Language Therapists (SLT) and Occupational Therapists (OT). Speech and Language Therapists assess how each young person communicates and create a formal communication system to meet their needs. This could be a Picture Exchange Communication System (PECS) for requesting things they would like or need, and a visual system to help young people understand and be prepared for what is happening during the day. They also work with young people on the skills they need to access learning and to function successfully in society. This includes giving them the motivation and confidence to communicate and the ability to generalise their skills in new settings and environments.

Occupational Therapists (OT's) work with young people to enable the development of their motor skills, sensory processing and visual perceptual skills. These are the key skills needed for young people to participate effectively in life tasks, social activities and their education, through functional activities. Our OT's specialise in Sensory Integration Therapy and the Assessment of Motor Process Skills, developing programmes to meet the young people's needs as part of the school's multi-disciplinary team.

We also have a full time Health Promotions Manager who has a long history of managing care homes and meeting young people's health needs. Claire Robinson oversees the holistic care of young people including person centred planning, medication administration and audit, and mental health issues. We also have excellent

links with the local GP practice, dentist and opticians in the local town.

In addition we have input from two experienced psychotherapists who provide individual treatment for young people as well as group consultation and training for staff.

We have close links with Child and Adolescent Mental Health Service based in Derby as well as in Derbyshire.





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## Meet the Team

Lesley Mawbey

Registered Manager Alderwasley Hall Sixth Form Centre)

**NVQ level 4 Management**

**NVQ level 4 Health & Social Care**

Lesley joined Alderwasley Hall Sixth Form Centre as Registered Manager (Designate) in September 2016. Prior to this Lesley was Registered Manager at Bladon House School, where she worked for over 15 years. In this role she was the first House Manager to help to set up a Children's Home on the school site in 2007. Her positive approach enabled young people to be introduced to a homely and caring environment and one which became the model for the rest of the school. Since this time Lesley has been an essential figure in helping to evolve the service into the excellent provision that it offers today. Lesley is committed to the welfare of the children and young people in her care, she ensures that their total care package is governed by their needs, challenging anyone who she feels falls short of this idea.

Mark Ryder

Head of Care

**Certificate of Qualification in Social Work (CQSW)**

**Post Qualification Child Care Award (PQCCA)**

**Post Qualification level one (PQ1)**

**Practice Teaching Award (PTA)**

Mark joined SENAD in September 2014 as the Head of Care at Alderwasley Hall School. Previously Mark worked for Ofsted for 11 years where he was a Child Care Inspector of residential special schools, children's homes, boarding schools and FE colleges. Mark was also a manager of inspectors as well as being a part of the National Training Team (NTT) within Ofsted.

Mark's career in child care started in 1987 where he worked in a therapeutic residential home in Nottingham for children with emotional and behavioural difficulties. He qualified in 1994 and has worked in Derby, Guernsey and Dorset as a Social Worker and senior practitioner. He has worked with children with a range of special educational and behavioural needs over the last 27 years. Mark is committed to supporting young people to reach their potential and to experience a varied, enjoyable and safe environment to learn and live in. He values the contribution from young people and parents about their residential experiences and believes in working in partnership to help young people gain the most from their time at the school.

Sara Forsyth

Head Teacher

**NPQH**

**Postgraduate Certificate in Teaching Dyslexia & Literacy**

**BILD Level 3 Qualification in Supporting Young People with Autism**

**Certificate of Education**

Sara Forsyth joined Alderwasley Hall School in September 1995 as a classroom teacher. Since this time, Sara has progressed through leading the English Department, to Assistant Head of Key Stage 4, to Assistant Head of Key Stages 3 and 4 before becoming the Assistant Head of the school's Sixth Form Provision. In January 2010, following a term as acting Deputy Head Teacher, Sara become the permanent Deputy Head Teacher of the school. In September 2016 Sara took up the post of Head Teacher. Twenty-one of her twenty-two years in Education have been spent at Alderwasley Hall School and her knowledge of the complex needs of the young people who attend the school and live in the homes is extensive. Her key focus area for the school is continuous improvement and development through rigorous and robust self-evaluation leading to improving outcomes for young people.

Karen Parkinson

Care Manager

**NVQ 4 Management in Care**

**Diploma level 5 HCS for CYP**

Gil Maguire

Care Manager

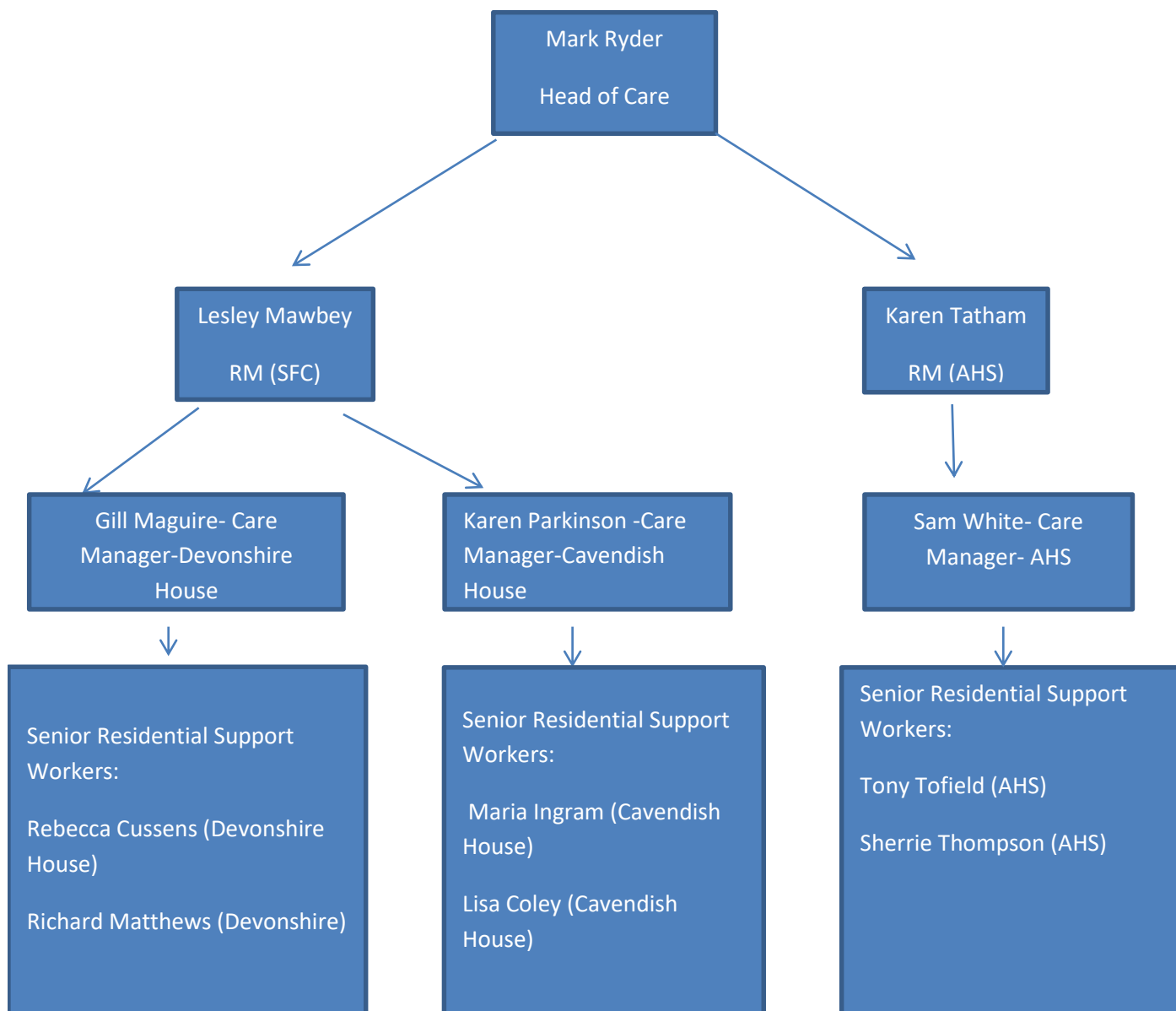
**NVQ 4 Management in Care**

**Diploma level 5 HCS for CYP**

## Additional Staff Training and Qualifications

Staff Name	Position	Qualification
Tom Rickett	Residential Support Worker	NVQ 3 CCYP
Nick Booth	Residential Support Worker	NVQ 3 CCYP
Jayne Le Grice (Maternity Leave)	Residential Support Worker	Diploma 3 C&YP
Lauren Millward	Residential Support Worker	Diploma 3 C&YP
Jason Eteroma	Residential Support Worker	Diploma 3 C&YP workforce
Laura Mason	Residential Support Worker	Induction NVQ 3
Sian Ripley	Residential Support Worker	Induction NVQ 3
Maria Ingram	Senior Residential Support Worker	NVQ 3 Health & Social Care C&YP
Todd Cloake	Residential Support Worker	Induction NVQ 3
Lauren Hammond	Residential Support Worker	Induction NVQ 3
Karen Taylor	Residential Support Worker	Induction NVQ 3
Amy Kelk	Residential Support Worker	NVQ 3 H&SC
Nick Clayton	Residential Support Worker	NVQ 3 Health & Social Care C&YP
Becky Cussons	Senior Residential Support Worker	NVQ 3 Health & Social Care C&YP
Lisa Coley	Senior Residential Support Worker	NVQ 3 Health & Social Care C&YP
Randel Tassel	Residential Support Worker	NVQ 3 H&SC
Carly Bickle	Senior Residential Support Worker	NVQ 3 Health & Social Care C&YP
Tahli Marsh	Residential Support Worker	Induction NVQ 3
Dean Lambert	Residential Support Worker	Induction NVQ 3
Bridgeen Donnan	Residential Support Worker	Induction NVQ 3
David Parr	Residential Support Worker	Probation
Kathleen O' Connel	Residential Support Worker	Probation
Linda Rotherford	Residential Support Worker	Probation

## Residential Management structure – September 2016



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## How We Staff the Home

The Registered Manager has overall responsibility for the provision of quality care and is accountable to the Head of Care. The Registered Manager is also one of the senior managers designated for safeguarding.

The Registered Manager is supported by two Care Managers who are experienced members of the care team and are responsible for the efficient running of the site as well as implementation of policies and practices. All the Care Managers have completed Level 3 NVQ or equivalent training and are also given the opportunity to work towards higher level management qualifications.

Each house has a dedicated team of Residential Support Workers, who work within the residential setting. These teams consist of both male and female workers to support the needs of the young people. The Care Managers have monthly individual supervision with each Residential Support Worker. All members of staff who have completed their induction training are progressed to complete their Level 3 Diploma in Caring for Children and Young People. We currently have over 95% of care staff qualified to level 3. A full outline of staff training and qualifications is available on request.

The residential houses have a Key Worker system; each young person has a dedicated Key Worker who works across all services on behalf of the young person. The Key Worker has weekly individual welfare discussions with the young person to help support their learning. They also liaise with parents and other professionals in all aspects of the young people's welfare.

All care staff receive a comprehensive induction training package, as well as regular staff training days, that give them opportunity to hone their skills as well as have targeted training to specifically meet the varied needs of our young people. We pride ourselves on the consistency of the care team with a very high retention rate across the service.

We also have a small team of bank staff, who have attended induction and mandatory training. Bank staff are used to cover sickness and holiday cover.

The School employs a variety of therapies which compliment our behavioural approaches and which aim to reduce the stresses and tensions of living with a communication and/or learning difficulty.

Our Speech & Language Therapists work in each classroom and the care setting from Monday to Friday, together with individual sessions and provide support in the school holidays for those young people residing 52 weeks a year. They develop the communication and understanding skills of the young people and support the staff working with each individual.

Our Occupational Therapists work with the young people to develop, support and promote the individual, to access education and expand their life skills.

The sharing of information between staff will result in educational, social, therapeutic and cognitive programmes being developed, consolidated and monitored constantly throughout the young person's daily experience. The feeding back of information at regular and frequent intervals will ensure that all staff stay constantly aware of the young person's needs and development



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## Safeguarding, Bullying and Complaints

Alderwasley Hall Sixth Form Centre promotes a safeguarding environment throughout its service. All staff working at Alderwasley receive Safeguarding training as part of their induction and regular refreshers.

There is a team of Designated Safeguarding Lead's which is headed by the Deputy Head Teacher, Sara Forysth and includes the Registered Manager, Lesley Mawbey and Head of Care, Mark Ryder. In all aspects of safeguarding, decisions are always made in a team approach. A positive relationship is maintained with Derbyshire Safeguarding.

Any concerns a young person, staff member or anyone who has contact with the young person, is recorded on a safeguarding form. These are immediately forwarded onto one of the Designated Safeguarding Leads who will put the necessary actions in place. An on call system is in place to ensure immediate attention is given.

Every Safeguarding form is designated to a specific area; Child Protection, Welfare, Bullying and Complaint. Regardless of its designation every Safeguarding form is dealt with same seriousness and urgency. Dependant on its designation depends on how the issue will be dealt with. At all times the Team Around the Child and relevant professionals are involved to ensure the best outcome is achieved for the young person.

Many of the young people show challenging behaviours which can be shown to peers in the home. The high staffing supervision ratios means that these behaviours are closely monitored. However, if staff or young people feel that a behaviour is bullying in any way, a safeguarding form will be completed and it will be closely monitored. The team use various tools to deal with bullying but a typical response would be the implementation of a peer interaction form, which would record all interactions, whether positive or negative, between the young people. This would be regularly analysed by the Safeguarding Team.

Devonshire House operates three external door sensors that make an alarm sound when opened. These are located on two fire doors and the bottom downstairs doorway. No internal doors are currently alarmed.

Complaints can arise from Safeguarding forms or can be submitted in writing. All complaints are taken seriously and are dealt with by the Registered Manager, or his Care Manager in his absence. If the complaint is specific to the education provision, it will be dealt with by the Head Teacher, Angela Findlay. All complaints are recorded centrally in the specific log and are monitored by Regulation 44 visitors and monthly as part of internal audits. All parental complaints are responded to in writing.

SENAD and all of the homes see complaints as part of the learning process; it helps young people understand how to resolve issues appropriately and helps the home develop practice. In the first instance, any complaint should be referred to the home to resolve. If this cannot be achieved, the complaint can be referred to SENAD, Tel: 01332 378840 and/or Ofsted, Tel:0300 1231231

SENAD will follow its complaints procedure by appointing someone independent of the home to investigate. The final stage is for any unresolved complaint to go to a complaint panel. We aim to provide a high standard of care and service but recognise that sometimes things do not go

according to plan. In these cases we will try and put things right as quickly as we can. We have a policy which clearly sets out how to make a complaint and how it will be dealt with. Staff will advocate for young people and support them in making complaints when they feel their needs are not being met or they have any other concerns. We have similar policies and procedures for countering bullying.

Young people who feel they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying and self-advocacy programmes. The programmes are delivered by the most suitably skilled staff member.

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## Missing From Care

Alderwasley Hall Sixth Form Centre very rarely experiences any child missing from their care.

All young people have an individualised risk assessment and major hazard sheet. This identifies all known risks and places control measures to attempt to reduce risk. It is important that we allow our young people to take risk so that they can learn and develop but this is done in a controlled manner.

If a young person is identified as being at risk from being missing from care, a specific missing person protocol will be completed for that individual. That will give specific areas of risk, identified hazards and control measures that must be in place. These include proactive measures that are put in place to support that young person. The protocol specifies at what point the Police are to be contacted. It has been agreed that all of the young people that are accommodated at Alderwasley Hall School will be seen by Derbyshire Police as missing as soon as the Police are contacted and will never be deemed as absent, due to the vulnerability of the young people.

All protocols are shared with the local Police. All protocols are accompanied by an Appendix A as set out by Derbyshire Constabulary. This includes all the information the Police require when first contact is made. This ensures the correct response is given speedily.

## Policies and Additional Information

The SENAD Group owns and operates a number of schools and children's homes and has a set of common policies and procedures which apply to all settings. The Group has a philosophy of operating in an open and transparent manner, involving and keeping parents and placing authorities informed of all incidents, accidents and positive outcomes as regular as possible. Copies of most of SENAD's policies are freely available on our website or can be supplied on request. As a group we welcome feedback.

Dr Mark Flynn is the Chief Operations Officer and Responsible Individual for all of the SENAD children's homes in England. He is based at the SENAD head office in Derby.

Dr Mark Flynn  
Chief Operations Officer  
SENAD Group  
1 St George's House  
Vernon Gate  
Derby  
DE1 1UQ  
Tel: 01332 378840

All staff are required to have a monthly supervision with their line manager and will receive an annual appraisal which will set targets and agree a personal development plan.

SENAD provide an independent person to visit each of the homes on a regular basis. This is in addition to independent advocacy services used by the home. Andrea Walkman is our independent person:

Ms Andrea Walkman  
Email: [andrea.walkman@senadgroup.com](mailto:andrea.walkman@senadgroup.com)

She gathers the views of the young people and provides a report which is shared with the home, SENAD, Ofsted and placing authorities.

All of the homes use a positive approach to promoting positive behaviour. Our physical intervention technique is called NAPPI but the group aim is to reduce and eliminate the need to use physical intervention where ever possible.

SENAD and all of the homes see complaints as part of the learning process; it helps young people understand how to resolve issues appropriately and helps the home develop practice. In the first instance, any complaint should be referred to the home to resolve. If this cannot be achieved, the complaint can be referred to SENAD, Tel: 01332 378840 and/or Ofsted, Tel: 0300 1231231

SENAD will follow its complaints procedure by appointing someone independent of the home to investigate. The final stage is for any unresolved complaint to go to a complaint panel.

We aim to provide a high standard of care and service but recognise that sometimes things do not go according to plan. In these cases we will try and put things right as quickly as we can. We have a policy which clearly sets out how to make a complaint and how it will be dealt with. Staff will advocate for young people and support them in making complaints when they feel their needs are not being met or they have any other concerns. We have similar policies and procedures for countering bullying. Young people who feel they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying & self-advocacy programmes. The programmes are delivered by the most suitably skilled staff member.

### **Equality, diversity and inclusion**

SENAD offers staff training in anti-discriminatory practice as part of our mandatory training and embraces difference and diversity across all settings. We support our staff and the young people we care for to embrace the multicultural society in which we live. We treat all the children and young people with the same respect for their individuality regardless of their disability. In line with The Equality Act 2010 we take every reasonable step to ensure that young people are not disadvantaged or excluded from any activity. We continuously review our policy & practice to:

- Improve the physical environment,
- Increase participation & inclusion in the wider community
- Provide suitably adapted equipment & resources
- Ensure all children are able to communicate effectively & function as independently possible

All policies are available on SENAD website or at request from Alderwasley Hall Sixth Form Centre.

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## Independent Care Advisor

The company has its own independent advisor: Brian Lock.

He performs the function of ensuring all SENAD homes meet the Children's Homes Regulations (2015) that the young people's voice is heard, their rights are promoted and that safeguarding policies are followed in an open and transparent manner. Brian arranges annual surveys for the group but welcomes feedback at any time.

To contact the company's independent care standards representative:

Brian Lock  
SENAD Group  
1 St George's House  
Vernon Gate  
Derby  
DE1 1UQ

Work telephone: 01332 378840

Mobile: 07872 501965



# ADMISSIONS POLICY

The residential young peoples at Alderwasley Hall School have an individual Statement of Special Educational Needs and Education, Care and Health Plan.

Young people are generally referred by their Local Authority. The criteria for admission is:-

The Young Person has been assessed as having Asperger's Syndrome, High Functioning Autism or having Speech, Language and Communication difficulties.

The young person will have either been assessed or an assessment will be undertaken before admittance. In the case of the former, the admissions team will review the relevant documentation provided by the referrer. This could include medical reports, the results of neuropsychological, functional and cognitive assessments, previous educational or care reports, previous or current statements of special educational needs etc.

## **Admission Procedure:**

Initial contact with the Assessment Team is made through parents, Local Authorities, Social Care Department or Health Service personnel.

If initial information would indicate that the young person comes within the remit of the provision at Alderwasley Hall School, a visit for the young person and parents/guardians is made to view the facilities, arranged by the Schools Assessment Team. Following a positive visit, the Assessment Team will arrange a residential assessment subject to satisfactory risk assessments. Following the assessment, staff and therapists consider relevant reports made by all staff that have worked with the young person. This information will be considered by the senior managers with regard to the availability of places in order to maintain a balance of age, gender and social skills at the School.

When these stages have been completed and the availability and suitability of a placement has been established, a formal offer of admittance will be made by the Head Teacher. Admission is then subject to agreed funding by the relevant authorities.

When these stages have been completed and the availability and suitability of a placement has been established, a formal offer of admittance will be made by the Head Teacher. Admission is then subject to agreed funding by the relevant authorities. We regret however that we do not offer emergency placements to our residential homes.

Before admittance, visits to the school can be arranged to suit the young person and their parents and carers. Staff will also be available to discuss arrangements and answer any questions. Our aim is to provide the young people and their family with prior knowledge about life at Alderwasley Hall School and to provide the staff with as much knowledge of the new young people as possible.

## **52 Week Placements**

52 week placements are monitored by the placing agency or authority over the first weeks. A review of the placement is held initially after 4 weeks and then after three months.

The three month review, to which all interested parties are invited, provides an initial assessment of the

situation and makes recommendations with targets identified. Thereafter, reviews are held twice a year. One review is identified as the statutory Annual Review.

## **38 Week Placements**

Young People that are resident for term-time only (38 week placement), are monitored by their Local Authority at an Annual Review, together with Case Reviews and Transitional Reviews where appropriate.

When a date for admission has been agreed the Registered Manager, in consultation with the relevant care, education and medical teams, parents and therapists, will prepare a plan appropriate to the needs of each new resident. Any specific environmental, health, dietary or religious needs are identified and an active plan drawn up.

Transition visits will be determined and arranged as appropriate. Before admittance, the Registered Manager, in consultation with care staff and other interested parties will decide which residential house is most appropriate for the young person. Consideration is given to gender, age, learning and social skills and the existing group dynamic. In the event of incompatibility, every effort is made to alter arrangements as quickly as possible.

On admission, the parents/carer of the young person will be provided with information relating to the staffing structure, the relevant phone numbers and contact arrangements. If not already provided, a young person's handbook and copies of the complaints procedure, and behaviour management documents are made available.

## **Transition arrangements:**

For some of our young peoples we provide bespoke support packages to help them transition into independent living. Working closely with SENAD Community, a specialist support service within SENAD, we provide support and guidance to young people leaving us. For some, their pathway plans include staying in their own flat with residential and TA staff providing daily visits. This is undertaken with the agreement of placing authorities, parents and the young people themselves for a short period of time. Once confirmation that SENAD Community or alternative support is in place, the young person is formally discharged from our residential service.

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## Contact

### Ofsted

This Statement of Purpose is based on the recommendations contained in the publication:

Children's Homes ( England) Regulations 2015

Guide to the Children's Homes Regulations including the quality standards

A full list of the 'matters to be included' can be found in Schedule 1 of this publication.

There is a format for young people which is simplified and uses symbols. However, as carers will know, young people with severe communication difficulties have a wide range of language needs. We would work with parents and guardians to provide statements that the young people would understand. These would include symbol or photographic timetables and formats for presenting their needs for review.

To speak directly to Ofsted, contact:

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**Head Teacher:** Sara Forsyth NPQ Headship, Cert of Ed.

**Head of Care:** Mark Ryder CQSW

**Registered Manager :** Lesley Mawbey

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A full outline of staff and line management is available from the office.

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