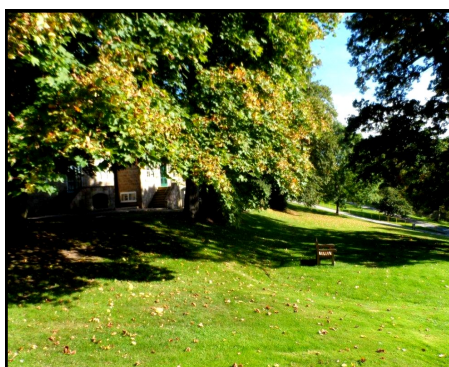


ALDERWASLEY HALL SCHOOL

part of the SENAD Group

Statement of Purpose

A Guide to the Residential Care At Alderwasley Hall School for
Parents/Carers and Professionals



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Welcome to Alderwasley Hall 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. I 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 School provides a caring and safe environment for 25 students aged 5 to 19, across three small houses, Griffin, Phoenix and Farmview. We transform the lives of young people with High-functioning Autism Spectrum Condition (ASC), Asperger's Syndrome and Speech, Language and Communication Needs (SLCN). We are also skilled in meeting needs of associated diagnoses and needs, such as Selective Mutism, anxieties, school phobia and reduced independence.

Our three houses each have individual focus based on the age and needs of students.

Alderwasley Hall School does not provide emergency admissions however, we will always consider a short or long term placement for a young person who already has an education placement at the school. All placements are carefully considered and managed through a compatibility assessment and a period of time on the houses before we confirm admission (see page 15 for more details).

The ethos of Alderwasley Hall School is our individualised approach. Every element of the care package is bespoke to that individual; whether that be the number of nights young people stay, their specific routine, the input from professional services, diet, cultural and religious preferences. Having education and care on one site, with onsite professional support services, gives us the opportunity to build an inter-disciplinary package around the young person.

Young people are encouraged to expand their life and social skills to enhance their independence, self-image and social skills for the future.

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

We hope this guide will have the answers to all of your questions but the only real way of knowing whether Alderwasley Hall 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.

Karen Tatham
Head of Care and Registered Manager (AHS)



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.

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 School 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 all genders. 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.

Other facilities on each residential house include a 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 communal phones.

Each house has a staff office and sleeping area together with an appropriate area for the storing and administration of medication.

There is a main school kitchen and dining room where young people eat their main meal during the school day. During non-school hours all meals are prepared and cooked on each house. Staff encourage young people to join in with the cooking as part of their life skill learning.

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

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 such as Scouts or Guides.

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.

All young people have the opportunity to speak with an independent advocate who visits throughout the year to speak to them and listen to any concerns they may have. The advocacy service is independent and provides further safeguards for our young people to speak to safe adults outside of the school.

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 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 students which complements and extends 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
- Students' ability to make choices and appreciate the consequences of choices
- Students' understanding of the dynamics of personal and social relationships

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

- Gym sessions both onsite and at the local leisure centre
- Swimming onsite or at a local leisure centre
- Football, netball and rounders
- Camping
- Army Cadets
- Local Youth 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 student's residential house or out in the community.

During the holidays students 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 student 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 students in these activities.

All staff in the residential team work together to provide a supportive, relaxing and safe environment for residential students, 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 their 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, including parents. A Behaviour Support 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 other professionals involved with the young person.

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 students, as representing general good practice. This document is intended to ensure that all staff have a clear knowledge 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 that 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 EHC plan. The timetables and study pathways are individually tailored to need, ability and aspirations. Each group of students 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 student, our plans and targets for that young person will progressively develop the skills necessary to function competently and confidently in adult life.

The Primary Centre offers a highly staffed education base for young people aged from 5 to 11 years of age. These students are taught by a very small number of familiar staff and follow a primary curriculum.

At Key Stage 3, young people gradually begin to widen their sphere of familiar staff and access a greater range of specialist resource bases. They are taught the skills necessary to progress on to Key Stage 4 through access to the curriculum at an appropriate level.

When they reach Key Stage 4 young people will follow individualised timetables, incorporating a combination of Entry Level and GCSE core subjects (taught in academically grouped classes) along with a range of other subjects which are taught in tutor groups.

Our Sixth Form 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 Prospectus from the school office.

The school has a range of specialist facilities across the School and Sixth Form 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 students experience while at the school.

These include:

- Chatsworth House
- Wirksworth Town Hall and Heritage Centre
- Carsington Water Reservoir
- Pitch Blue Art, Wirksworth
- The Quad, Derby
- Local Theatre Groups
- Inspire Library Service

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

Some of our students 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 students.



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 young people attend regular visits to health providers when required as well as attending any after care appointments. She reports all medical issues to the Registered Manager.

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

We have onsite, Speech and Language Therapists (SLT) and Occupational Therapists (OT). Speech and Language Therapists assess how each student 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 students 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 students 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 students' needs as part of the school's multi-disciplinary team.

In addition we have input from experienced psychotherapists and a clinical psychologist 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.



Meet the Team

Karen Tatham

Head of Care and Registered Manager

Diploma Level 5 in Leadership and Management

NVQ Level 4 in Health and Social Care (Adults)

NVQ Level 4 Registered Manager Award (Adults)

Child Protection & Safeguarding for Managers

Safer Recruitment

Designated Safeguarding Manager

Karen is an experienced Registered Manager who has worked in residential care since 1995. Karen worked previously in a respite facility for young adults with physical/mental health disabilities. She has worked at Alderwasley Hall School since 2006, becoming Registered Manager in 2014 and Head of Care in 2019.

Since joining SENAD, Karen has worked at the Sixth Form as a Deputy House Manager until 2009 then moved over to Alderwasley Hall School as a House Manager. In February 2014 Karen took up the post as the Registered Manager. Karen is very keen to ensure the voice of every child is heard and takes every opportunity to spend some quality time with the young people. Karen is also the school Designated Safeguarding Lead.

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 of the school. 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.

For a full list of staff, their training and qualifications please contact the Registered Manager.

How We Staff the Home

The Registered Manager has overall responsibility for the provision of quality care and is also the Head of Care. The Registered Manager is also one of the senior managers designated for child protection. regular and frequent intervals will ensure that all staff stay constantly aware of the young person's needs and development.

The Registered Manager is supported by the Residential Care Manager, who is an experienced member of the care team and responsible for the efficient running of the site as well as the 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 (RSW's) who are supervised and supported by a shift leader, who is a Senior RSW. The team consists of both male and female staff. The Care Manager and SRSW's provide monthly or fortnightly supervisions for the team, ensuring that staff are trained, competent and confident in working with the young people's complex needs.

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.

We provide 24 hour care support on all houses. Staff sleep in during the night (23:00hrs till 07:00hrs). Waking night staff can be provided for young people, should the need arise.

All care staff receive a comprehensive induction training package, as well as regular staff training days, that gives them opportunity to develop 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.

All members of staff who have completed their induction training are supported to complete their Level 3 Diploma in Children and Young People Workforce. A full outline of staff training and qualifications is available on request.

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 therapists 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 and Language Therapists work in each classroom and support the care setting from Monday to Friday during term time. 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 their ability 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

Safeguarding, Bullying and Complaints

Alderwasley Hall School 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 team of Designated Safeguarding Lead's which is headed by the Head of Care, Karen Tatham. In all aspects of safeguarding, decisions are always made with 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 has, 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.

At Alderwasley we have very few incidents of challenging behaviour although all our staff are trained to manage such situations safely and calmly.

The Alderwasley site operates external door sensors that make an alarm sound when opened. These are located on fire doors, corridors that lead to external doors and the bottom downstairs doorway's. Bedroom door sensors may be used if necessary. The decision will be made following full consultation with parents/carers and professionals.

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 her Care Managers in her absence. If the complaint is specific to the education provision, it will be dealt with by the Head Teacher, Sara Forsyth. 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.

Safeguarding Statement

Alderwasley Hall School is committed to keeping our children safe. By providing a safe environment for children to live, learn and play and by identifying children who are, or may be, suffering harm, the school will endeavor to ensure they are kept safe both at school and at home.

To achieve this, we have systems in place which are designed to:

- Create and maintain a safe living and learning environment.
- Identify child welfare concerns and take appropriate action.
- Use the curriculum to enable our children to develop keep safe strategies.
- Operate safer recruitment and selection procedures to prevent unsuitable people working with our children.

Anyone visiting the school shares the responsibility to keep children safe whilst on our premises and will be required to work within the guidelines of our safeguarding procedures. Our safeguarding policies can be viewed in the policies section of the website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our students are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

If at any time you have concerns about the welfare of a child, Karen Tatham, the Designated Safeguarding Lead (DSL), or Paul Burrows our Deputy DSL should be contacted. If either are not available please call the school office and you will be transferred to a member of the safeguarding team to discuss your concerns.

For more detailed information, please ask to see our Safeguarding and Child Protection Policy which is part of a set of policies designed to create a safe environment for our children. All of these policies are located on the school website or are available on request from the school office.

Missing From Care

Alderwasley Hall School 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. Due to the vulnerability of the young people accommodated at Alderwasley Hall School it has been agreed with Derbyshire Police that they will be considered missing rather than absent.

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. They gather the views of the young people and provide 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.

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 School.

Quality Improvement Manager

The company's Quality and Compliance Manager (Glenis Staiger-Grant) works directly to the company's Directors. She performs the function of ensuring all SENAD homes meet the Children's Homes Regulations (2015) by managing the independent person and ensuring that the young people's voice is heard, their rights promoted and that safeguarding policies are followed in an open and transparent manner. She offers professional challenge to the Registered Managers and Heads of Service. She is available to take an independent view on any concerns.

To contact the Quality and Compliance Manager:

Glenis Staiger-Grant
SENAD Group
1 St George's House
Vernon Gate
Derby
DE1 1UQ

Work telephone: 01332 378840

Mobile: 07872 501965

ADMISSIONS POLICY

The residential students at Alderwasley Hall School have an individual Education, Health and Care Plan (EHCP).

Please note that Alderwasley Hall School do not provide emergency admissions.

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 EHCP.

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 Registered Manager and the Head Teacher. Admission is then subject to agreed funding by the relevant authorities.

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 student and their family with prior knowledge about life at Alderwasley Hall School and to provide the staff with as much knowledge of the new student 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. There will be an assessment completed for each young person should the team feel they are ready to move to a more independent house on another site.

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.

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.

Young people and parents are provided with a guide to the residential houses that includes what to expect and prepare for when young people are placed with us. The guides are given to young people and their families prior to the start of their placement.

To speak directly to Ofsted, contact:

Ofsted
National Business Unit
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