

MAPLE VIEW SCHOOL

part of the SENAD Group

Statement of Purpose

A Guide to the Residential Care at Maple View School for
Parents/Carers and Professionals



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Welcome to Maple View School Children's Home

Maple View School is an Independent Specialist School for children with Moderate to Severe Learning Difficulties (MLD/SLD) including Autism and associated challenging behaviours. All of the children placed at the School are aged 7 years to 16 years.

The School is located in Mackworth, a suburb of Derby, located within the Derby City Local Authority area. Maple View provides a safe and therapeutic approach to the care and accommodation for up to 8 children. These children will require support, care and guidance following their childhood experiences, health needs and Adverse Childhood Experiences (ACES).

The bedrooms are split between 2 floors where each child has their own bedroom with en-suite facilities. Each of the bedrooms are personalised to the needs of the child.

The focus of Maple View School is to ensure each child reaches their full potential regardless of any barriers are in their way. We take a holistic approach to the care of each child working in close partnership with the wider network including health, education and social care and families to ensure that the home goes above and beyond in meeting the child's needs. The home promotes the well-being of each child using a person-centred approach.

The residential team support the children within the home as well as within the school to ensure that there is a consistent approach and to support relationship based practice.

We hope this guide will have the answers to most of your questions but the only real way of knowing whether Maple View School 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.

Rebecca Bennett
Registered Manager (Designate)



How We Care for Your Child

Our Ethos

We believe that every child has a right to live a fulfilling life and develop their full potential socially, educationally, emotionally and physically.

We aim to achieve this by:

- Establishing and maintaining a safe and stable environment
- Providing children with a firm foundation for them to build their social and education progress on
- Individualised programmes to suit each child's needs to ensure progression
- Develop children's communication skills through an 'inclusive communication' approach.
- Evaluating progress on a continual basis
- Ensuring positive matching of placement
- Engaging families

Maple View School is an inspirational special school and home for children with moderate to severe learning difficulties, aged 7 to 16 years.

Located in Mackworth, a suburb of Derby, the school is a short distance from the City Centre. The residential facilities are modern and spacious. There is a large safe garden and play area. Making it a fantastic place in which to live and learn. The children will be supported to access the local area and city centre for a range of different activities chosen by them. If a child has a hobby or special interest they would like to continue, we will accommodate this where possible.

The residential home accommodates children in spacious bedrooms. Children are encouraged and supported to personalise their own space with their own items. Each bedroom is large enough to have a desk or chill out/sensory corner if the child would benefit from this. The bedrooms each have an en-suite shower room. The child's Key Worker is responsible for making specific adaptations to the environment to ensure it is safe and a positive living space for your child.

Children placed with us have a range and complexity of needs including:

- Autism
- Moderate to severe learning difficulties
- Speech, language and communication difficulties
- Mental Health
- Challenging behaviour
- Pathological Demand Avoidance
- Oppositional Defiant Disorder
- Prader Willi Syndrome

We offer day and 52 week residential placements. We may also consider term time residential placements.

We have a multi-disciplinary team approach which encompasses Education, Care and Therapy and ensures that all areas of our children's Education, Health and Care Plans (EHCP) are met. We have onsite access to Occupational Therapy and Speech and Language Therapy as well as access to Physiotherapy and Psychology support.

Each child has a bespoke Care Plan built around them. The level of support, the constraints of the environment, tolerance of peers and levels of risk, will

be established by the multi-disciplinary team prior to the child joining Maple View. This will be combined to form a detailed Care Plan. The Care Plan enables and ensures the child is cared for in a nurturing and consistent way. In addition, each child has a Behaviour Support Plan, risk assessment and specific information to that child. The care plan will be shared with all staff working with the child to ensure a consistent approach across all settings and reviewed regularly.

The pivotal people in the child's care is their Key Worker team. Each child is allocated a Key Worker team prior to their arrival. They play an important role in the assessment process. The Key Worker team will be the main contact for parents or carers, as well as professionals. They will act as an advocate for the child, as well as their families, and will attend all reviews and key meetings about that child.

All children receive pocket money appropriate to their age, and are encouraged to manage their finances appropriately and at a practical level to their ability. In addition to this children have a personal care budget, which covers items such as toiletries, sanitary products and haircuts. Children who are with us on a 52 week basis also have a clothing allowance.

We will always support family contact wherever possible for all children. We encourage friends and relatives of the child to visit them and we ensure that the child has regular opportunity and support to contact and visit family and other significant people in their lives regularly.

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

We support the children to communicate in a way that is appropriate for them, including a variety of different methods such as PECS and different Communication Devices. We also observe and understand the children's behaviours as a form of communication.

We promote an individual's identity and develop everyone's cultural awareness. Children are encouraged to be open-minded about values and cultures whilst always respecting people's differences and ensuring everyone is treated equally and fairly. Every effort is made to respect and whenever possible to meet each child's individual needs and promote their welfare, taking into account their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, any disability they may have or have reflected in any previous assessments/experiences. Key working will be competed with children to continue to support them with their understanding.

Our children are encouraged to take part in activities which reflect their diversity of race, culture, religion, language and abilities. Birthdays, cultural and religious festivals are celebrated with regular different theme for evening meals, as appropriate.

As part of the planning and admission stage, this will be discussed and plans will be put in place for meeting specific needs, which will be agreed with the child and their placing Authority. Our staff will always support the child to express his or her feelings in pursuit of their beliefs and will support them to accommodate such request.

Views, Wishes and Feelings

What can children, parents/carers expect from us?

Children have told us they want adults working with them to be:

- Engaging
- Interacting
- Fun

Children can expect:

- To be treated with dignity and respect
- To be heard and listened to
- A safe secure and nurturing home where staff take time to listen and understand them and treat them as an individual
- Daily and consistent support from the residential team, with the opportunity voice any concerns
- Positive relationships with the staff supporting their care
- An assessment baseline from which to track their progress
- A dynamic care plan linked to and relating to objectives set out in their EHCP
- A dedicated Key Worker team to provide one to one support and advocate for them
- Access to an independent advocate
- Access to social and leisure opportunities on site and in the community
- Access to therapy as agreed by the placing authority
- Individual risk assessments tailored to the child
- To be supported to communicate in a way that is appropriate for them
- Opportunities to take part in meetings to talk about their school and home, giving their opinions and views
- Individual choice and support to make 'good choices'
- Encouragement to engage in learning, achieve goals and learn new skills.

Parents /carers can expect:

- A robust safeguarding approach to keep your child safe. And when an issue occurs, we will be open and candid with you
- A named care Key Worker and an education contact for their child
- Regular communication and updates from the home
- Access to the management team and staff to talk through and express concerns, comments and requests
- Involvement in their child's care and education plan
- Regular updates on their child's progress
- Their child to receive high quality care provided by well trained, professional staff who have their child's interests and well-being at the centre of all decisions
- Care staff to work effectively with education staff, therapists and other professionals to ensure a collaborative and consistent team around their child
- A transparent, honest and accountable approach
- Their child receives a high quality education and care programme tailored to their individual needs and relating to targets in their Education, Health and Care Plan.



Supporting Children's Behaviour

Our children are diagnosed with varying disabilities, have significant differences and varied forms of communication. All forms of behaviour are seen as some form of communication and as a team of specialists we aim to give the child a healthier and safer way of communicating.

We work closely with a variety of professionals such as health, Speech and Language Therapy and Occupational Therapy to help support the children and to help us better understand their needs.

We follow the NAPPI ideology (Non-Abusive Psychological and Physical Intervention) and all of our staff are fully trained in this approach. Proactive and preventative approaches are used in dealing with problematic behaviours, but at the same time we challenge the children to ensure they are fulfilling their potential. Our staff are focused to ensure positive behaviour is encouraged in all aspects of the child's lives.

Our children have a Lalemand scale, which is made up of a behaviour support plan and gives a consistent way of dealing with a child's behaviour and clear guidelines in what should and should not be done. We do use specific, authorised, NAPPI techniques to ensure the children are kept safe, however, every intervention, and in fact every incident, can be monitored by the leadership team. We believe in a transparent approach so all incident records are shared with parents/carers and any other significant person in the child's life.

Each child's Positive Behaviour Support Plan is individualised and is made up of three sections that outlines the stresses of everyday life for them, how staff support them, the triggers that may cause the stress and the areas in which helps fulfil their quality of life. The behaviour management strategies are developed in conjunction with parents/carers and with key professionals around the child from the residential and education teams. This provides a unified approach to supporting the child.

Staff receive regular training around behaviour management and promoting positive behaviour with our children. If further training is required for a specific

child NAPPI UK and the senior leadership team work together to see how further support is needed. Training is reviewed regularly, this also involved a competency assessment.



Children's Education

Children at Maple View School follow their own individualised curriculum pathway, with a shared key focus of engagement and progress.

Children follow a semi-formal or subject-specific curriculum, according to ability, with EHCP outcomes and preparation for life post Maple View at the core of their pathway.

In line with the SEND Code of Practice and the SENAD Curriculum Policy the curriculum facilitates the school's key **Aims** to:

- Be happy, safe and active members of the school and wider community
- Develop their social, communication and academic skills to their full potential
- Self-manage their behaviour
- Develop self-care and independent living skills in order to live a rich and fulfilling life

Multi agency teams work together to support development and learning through the establishment and tracking of progress towards, Learning Intentions. These are formally reviewed in a termly Review of Assessment and Planning (RAP) meeting.

Progress is measured, using **MAPP/Assessment of Lateral Progress (ALP)** in four key areas and rated on a scale from 1 to 10 from an initial baseline:

- Independence: from dependent to independent
- Fluency: from approximate to accurate
- Maintenance: from inconsistent to consistent
- Generalisation: from single context to many contexts

Evidence of progress is up-loaded onto **Evidence for Learning**, an electronic recording tool and shared with parents/carers and social workers.

The offer is rich, in addition to classroom-based learning, and daily literacy and numeracy activities, children access outdoor learning environments, both within the school grounds and the wider community. Children engage in cooking, PE, community activities and work experience. There is a strong focus on well-being, creativity and emotional well-being, with yoga, art and music on offer daily.

Individual and group therapy sessions take place in the classroom, in therapy rooms or in the community.

Children are taught in small groups, typically 3 to 5 children and individually in Key Stage 1—Key Stage 4. Children are grouped according to their age, ability, communication style, social dynamics and sensory needs.

Teaching Assistant's, Residential Support Workers and therapists work alongside the teacher which promotes a consistent approach and support.

The school day is from 9:00- 3.00 Monday – Friday.



Children's Health

Children are supported with all areas of their health and wellbeing. We have built strong links with the local health professionals who provide bespoke services to meet the individual child's needs. This includes GP services, dentists and opticians.

Any health concerns are immediately referred to the Head of Care/Registered Manager and Leadership team, health professionals and parents. Staff are trained in all relevant medical conditions to meet the children's needs. If a child should become ill or have an accident requiring medical attention, their parents or the responsible adult will immediately be contacted. Only competent, medically trained staff are permitted to administer medication and hold a key. All staff are appropriately trained in First Aid which is reviewed regularly in line with training requirements.

All of the children are encouraged to eat healthy and have varied diets that take in to account medical, cultural and health requirements. The team are creative when it comes to supporting children with choosing healthy foods and look at ways of making mealtimes fun, whether it be encouraging the children to join in with cooking, baking and preparing the food with staff support, or finding fun ways to encourage children to try foods they are not used to or usually don't like eating.



Meet the Team

Rebecca Bennett

Registered Manager (Designate)

- Working Towards Level 5 – Leadership & Management (Residential Child Care)
- Level 3 in Residential Child Care
- Level 4 in Management
- BA Hons Degree in Offender Management



Rebecca has 20 years of management experience working within a custodial setting and in residential childcare. Rebecca initially joined SENAD as a Residential Support Worker at Pegasus School in 2019 and progressed to Assistant Head of Care. Rebecca gained experience of being a Children's Home Manager in an EBD Children's Home before re-joining SENAD at Maple View School as Deputy Head of Care. She is passionate about creating a home which adopts a person-centred approach where the children and young people can thrive and achieve the best possible outcome

Theresa Mill

Head Teacher

Theresa qualified as a teacher from the University of Birmingham in 1998 and taught as a mainstream secondary teacher of English. Over the following 9 years, she progressed to Assistant Head of year, key stage 3 co-ordinator, Assistant Head of English and then to Head of English at Sidney Stringer Academy, Coventry in 2007. During this time, she worked closely with Warwick University coaching training teachers of English through their PGCE qualification.



In 2010, Theresa became the Director of English at newly opened Birmingham Ormiston Academy. Here she was responsible for curriculum mapping and the quality of teaching and learning in English. In 2014, Theresa moved into the special education needs setting and took on the role of Head of English for James Brindley Hospital Schools across Birmingham. In this role, she monitored, and quality assured the teaching of English to pupils with a wide range of needs ranging from autism, moderate to severe mental health problems to children that were patients in Birmingham Trust Hospitals. It was during this time that Theresa's passion for working in special education needs developed.

In 2016, Theresa qualified as a SENCO and launched a nurture unit for children with SEMH and other educational needs at Tile Cross Academy. Passionate about supporting the social, emotional and mental health needs of students, she introduced and trained TAs in the use of Boxall Profiling as a key assessment and monitoring tool within the nurture setting. Alongside this, Theresa was also responsible for the delivery of reading interventions such as Lexia, reviewing ECHPs and working alongside external professionals such as the education psychologist and CAMHS.

In 2018, Theresa joined Bladon House School and became the Lead Designated Safeguarding Officer. In 2020, Theresa successfully completed her Masters in Advanced Child Protection. In 2022, she became the Assistant Head teacher and completed the Leadership programme ran by NASS (National Association of Special Schools). During this time, Theresa oversaw the curriculum and personal development of the children in lower school at Bladon House and was the mentor and Induction tutor for both training and newly qualified teachers. Theresa joined Maple View School as Head Teacher in September 2024 and is currently completing her NPQH.

Susan Kirkwood

Speech and Language Therapist

Susan joined the SENAD Group in 2007 after completing her BSc (Hons) in Speech and Language Pathology and Therapeutics. Susan has worked with all age groups within a specialist residential school for children between the ages of 5-19. Susan has additional training in the use and development of augmentative and alternative communication (AAC).

Susan Joined Maple View in April 2023, and takes the lead with the delivery of speech language therapy. Susan participates in monthly peer supervision within the Group and line managed by the Headteacher.



Lucy Mitchel

Therapy Assistant

Lucy works alongside the therapies team, ensuring the delivery of the speech and language therapy and occupational therapy programmes.

Lucy's background and experience is within education settings where she supporting children and young people who have learning disabilities and complex needs. Lucy is supervised by the Speech and Language Therapist.



Children's Choice Therapy

Children's choice provides occupational therapy assessments for the children at Maple View.



A practitioner visits the school once every half term to complete reviews and assessments for each of the children to ensure their sensory and occupational therapy needs are appropriately assessed and met. Programmes are delivered jointly through care, education and the school Therapy Assistant.

Dr Peter James Roots

Consultant Psychiatrist

Dr Roots is a contracted Consultant Psychiatrist, specialising in adolescent and paediatric care. He has practiced since 2007 and has extensive experience working as a Consultant Psychiatrist and Clinical Director for Flintshire CAMHS, Besti Cadwaladr University Health Board.

Dr Roots works alongside the local health services and the therapy team to provide psychiatric support and assessment for the children within the home. He completes routine visits every half term, alongside additional visits if required.

Dr Roots will continue his clinical supervision as part of a local (Flintshire & Wrexham) and Regional (North Wales). In addition, he is a Group member of the Royal College of Psychiatrists who approve his Continued Professional Development (CPD).

How We Staff the Home

The care team is led by the Registered Manager (Designate) Rebecca Bennett. Rebecca Bennett and Theresa Mills form the schools Child Protection Team.

Staffing is typically a minimum of 1:1 for the waking day (07:30am until 22:00). This enables a degree of independence in all settings. Staffing levels can be lowered for times of independent working, break times, play/leisure times and very routine based times. It is part of the role of the home to increase independence skills for future adult life.

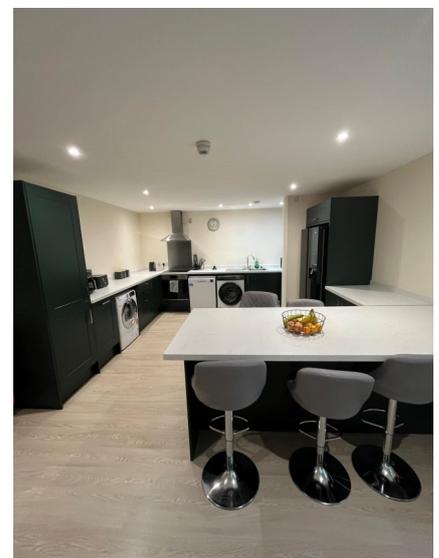
It is also likely that there will be times when the staff ratio is more than 1:1. This might occur when anxiety levels increase, when we are finding out a child's skills, when a new task is introduced or a trip is arranged. Higher staff levels can be put in place for certain individuals if their needs require further targeted support. The managers are rostered as additional to the staffing levels to ensure they are available to support if needed.

During night time hours waking night staff are employed. Typically there will be two waking night staff each night. The use of sleeping in staff are not ordinarily used at Maple View except in circumstances such as external holidays or to meet a specific need of a child. There is an on call system in place so a Senior Leader is always contactable for the staff team 24/7.

All staff receive comprehensive induction training and targeted training to meet the varied needs of the children. All residential support workers receive regular supervision with trained managers. Supervisions have an emphasis on the promotion of being a reflective practitioner. The children have access to an Independent Advocate, who visits typically once a month to ensure the children's needs are being met, they have an impartial person they can speak to and that their voices are heard and listened to.

The home is located on the same site as the school. The home is split over two floors which can be easily adapted to meet the individual needs of the children. We also have a lift for those with limited mobility.

The School has external CCTV cameras around the school grounds, including a camera overseeing the front gate.



A full breakdown of staff skills, experience and qualifications are available on request.

Admissions

We welcome referrals from:

- Parents/Guardians
- Social Workers
- Education Officers
- Medical Staff

Children are admitted in line with our Criteria for Admission. This is Specific Speech and Language Difficulties, Associated Behavioural Difficulties, Moderate and Severe Learning Difficulties and Autistic Spectrum Disorders. Maple View School does not admit children as an emergency placement.

Formal referrals are usually made by a Local Authority and/or CCG and supported with referral documentation. We also welcome private referrals, although an assessment must take place before Maple View School can be named on a child's Education, Health and Care Plan (EHCP).

We are able to arrange free, no obligation assessments at short notice.

Following the assessment process we will produce a clear written report. If we can meet the needs of the child we will also send a fully costed proposal.

Prior to admission we will plan the child's transition with parents and professionals to ensure this is as smooth as possible.

Please contact us if you are interested in your child having a place at the school.

Parent Support Officer

Tel: 01332 378 840

Email: info@senadgroup.com

Safeguarding, Bullying and Complaints

Maple View School promotes a safeguarding environment throughout its service. All staff working at Maple View receive Safeguarding training as part of their induction and regular refreshers.

There is team of Designated Safeguarding Lead's. The team is made up of Rebecca Bennett (Registered Manager Designate) and Theresa Mills (Head Teacher).

In all aspects of safeguarding, decisions are always made with a team approach. A positive relationship is maintained with Derby City Safeguarding. Any concerns a child, staff member or anyone who has contact with the child has is recorded on a safeguarding form. These are immediately forwarded onto one of the Designated Safeguarding Lead who will put the necessary actions in place. An on-call system is in place to ensure immediate attention is given. Every Safeguarding concern is designated to a specific area; Child Protection, Welfare, Bullying and Complaint. Regardless of its designation every Safeguarding form is dealt with the same seriousness and urgency.

Dependant on its designation depends on how the issue will be dealt with. At all times the Key Team around the child and relevant professionals are involved to ensure the best outcome is achieved for the child. The concept of bullying is difficult for the majority of children that will be placed at Maple View. Many of the children will show challenging behaviours which can be aimed at peers within the home. The high staffing supervision ratios means that these behaviours are closely monitored. However, if staff or a child 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 and interaction would be regularly analysed by the Safeguarding Team.

Children 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.

Complaints can arise from Safeguarding forms or can be submitted in writing. All complaints are taken seriously and are dealt with by the Head of Care/ Registered Manager. If the complaint is specific to the education provision, it will be dealt with by the Headteacher. All complaints are recorded centrally in the specific log and are monitored by our independent Regulation 44 visitors and monthly as part of internal audits. All complaints are responded to in writing. SENAD and all of the homes see complaints as part of the learning process; it helps children 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 where appropriate. The final stage is for any unresolved complaint to go to a complaint panel.

Missing From Care

Due to the high levels of staff supervision at Maple View, children missing from care should not be a regular occurrence, however, the children at Maple View are incredibly vulnerable and will have safeguards in place to protect them.

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

If a child 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 child. The protocol specifies at what point the Police are to be contacted. It has been agreed that all of the children that are accommodated at Maple View 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 children.

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.

Mark Ryder is Director of Care and Responsible Individual for all of the SENAD children's homes in England. He is based at the SENAD head office in Derby.

Mark Ryder
Director of Care
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 children 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.

The SENAD Group 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 children we care for to embrace the multicultural society in which we live. We treat all the children with the same respect for their individuality regardless of their disability. In line with The Equality Act we take every reasonable step to ensure that children are not disadvantaged or excluded from any activity.

We continuously review our policy and practice to:

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

All polices are available on SENAD website or at request from Maple View School.

Quality and Compliance Manager

The company's Quality and Compliance Manager, Kelly Watson 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 children'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:

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

Work telephone: 01332 378840

Contact

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

To speak directly to Ofsted, contact:

Ofsted
National Business Unit
Piccadilly Gate,
Store Street
Manchester
M1 2WD
Telephone: 0300 1231231
Email: Enquiries@ofsted.gov.uk

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Head Teacher: Theresa Mills

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Email: maple.info@senadgroup.com

Provider: Brian Jones

Responsible Individual: Mark Ryder

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