

ALDERWASLEY HALL SCHOOL & SIXTH FORM

part of the SENAD Group

Statement of Purpose Upper Site

A Guide to the Residential Care at Alderwasley Hall School and Sixth Form Upper Site for Parents, Carers and Professionals.



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Welcome to Alderwasley Hall School and Sixth Form Upper Site

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 School and Sixth Form Upper Site provides a caring and safe environment for 17 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. We will always consider a short or long term placement for a young person who already has an education placement at the school.

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 we are 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, focusing on the needs and wishes of the young people.

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

Devonshire, Greenacres and Hedgerows are the residential homes based at the Upper Site. They cater for young people aged 15 and over. Independent skills are encouraged, with young people helped to plan and become more confident in different areas such as budgeting, cooking and independent travel.

The residential accommodation young people in large 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.

Other facilities on each residential house include a well-fitted kitchen and communal lounge area with comfortable seating, table and chairs, TV, games console and other games. These areas are designed and decorated to be welcoming and friendly. All the homes have cordless phones that the young people have access too. Each house has a staff office, a sleep in room and a medical room for the safe storage and administration of medication. Space is made available for young people to study privately either in the residential house or a classroom.

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.

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 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 be the voice 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 add to 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

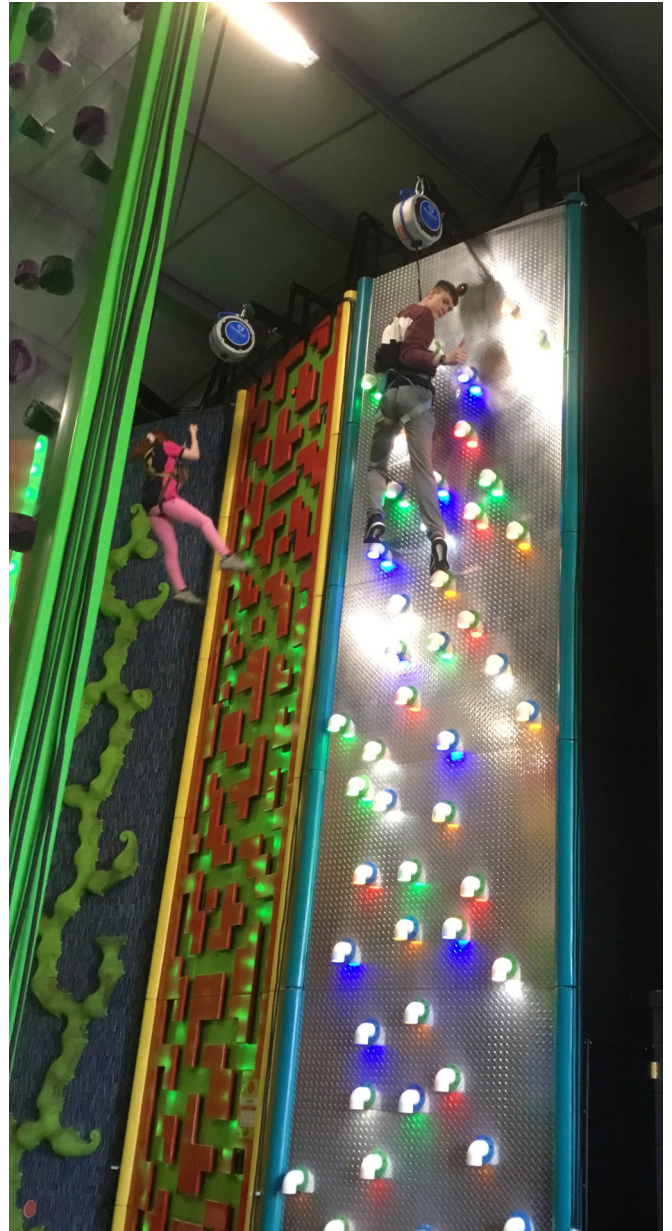
All of the programmes and activities are underpinned by the principles of the Skills for Adult Life curriculum. The home has a monthly meeting where young people and staff share information, discuss any concerns and plan activities. Older young people lead their own meetings.

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 home or in the community.

During the holidays young people who remain in the home 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.

If your child has a relationship during their time living in one of our residential houses then we will go through the behaviour expectations for students who are in a relationship procedure. We will also complete a lot of work around positive and healthy relationships to support the young people involved. For young people in a relationship on the same house a meeting will be called involving both sets of parents to discuss a house move for one of the young people. This is to help both young people to learn how a relationship progresses naturally.

The Use of Physical Intervention:

It is necessary under the terms of the Quality Standards and Children's Homes Regulations (2015) that we have policy, guidelines and procedures on the physical intervention of young peoples, ensuring 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 Sixth Form and that physical intervention is only used as a last resort.

We follow the NAPPI principles (Non-Abusive Psychological and Physical Intervention) and all our staff are fully trained in this 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. Debriefs review practice and identify learning outcomes.



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. Young people follow a curriculum which is underpinned by learning, which gives them the opportunity to develop the skills they will need in adult life. The aim being that all young people have the skills necessary to function competently and confidently in adult life.

Our Sixth Form (Upper Site) offers a highly 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 Lower and Upper sites:

- Tennis courts
- Horticulture area
- Art and design suite
- Life skills 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:

- Matlock food bank
- Local fire station
- Local equestrian centre
- Carsington Water reservoir
- Local police station
- Local primary and secondary schools and colleges

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 young people.

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. They report 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 who reside at the home for 52 weeks of the year are registered with the local Health Centre. Young people who reside with us for 38 weeks of the year or less can be registered as an emergency patient if required, but we request that they also remain registered with their family GP. 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.

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, Emma Booth, who 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 experienced psychotherapists who provide individual counselling and support 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

Lesley Mawbey

Registered Manager, Alderwasley Hall School and Sixth Form Upper Site

Diploma Level 5 in Leadership and Management

NVQ level 4 Management

NVQ level 4 Health & Social Care

Lesley joined Alderwasley Hall and Sixth Form Upper Site as Registered Manager 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.

Karen Tatham

Head of Care and Registered Manager, Alderwasley Hall School and Sixth Form Lower Site

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

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 Upper Site as a Deputy House Manager until 2009 then moved over to Alderwasley Hall School and Sixth Form Lower site 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.

Bernardo Vega

Head Teacher

Masters in Education (or M. Ed) (2009)

Postgraduate Certificate (1999) and Diploma (2002) in ASD

Special Needs Teaching Degree from Madrid's Universidad Complutense (1998)

Bernardo joined Alderwasley Hall School in 2003 as a key stage 3 and 4 teacher and became PSHE Co-ordinator between 2008 and 2015 as well as the role of Assessment Manager between 2009 and 2015. He then took on the role of Assistant Head Teacher for the Upper Site, before becoming the Deputy Head Teacher in 2022. In November 2025 he took over the headship of the school.

Bernardo graduated in 1998, gaining a Special Needs teaching degree from Madrid's "Complutense University". He has worked in specialist schools in New Zealand and UK since then. Bernardo obtained a Postgraduate certificate in Autistic Spectrum Disorder in 1999 and a further diploma in Autism in 2002 (both at Manchester Metropolitan University). In 2009 Bernardo completed a Master's in Education at Derby University, with a dissertation on the use of social networking sites by young people with Autism. Bernardo has a professional interest in the application of teaching and learning strategies to teaching young people with autism and on the successful transition of young people with Autism to further study and employment.

Sharon Spiby

Care Manager

CACHE 3 C&YP Workforce

FdA C&YP Services 0-25

Kay Tunstall

Lead Safeguarding Officer

Level 3 Diploma in Residential Childcare

A full staff list is available on request.

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 one Care Manager who is an experienced member of the care team and responsible for the efficient running of the site as well as implementation of policies and practices. Care Managers have completed Level 5 Diploma or equivalent training and are also given the opportunity to work towards higher level management qualifications.

The homes have 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 senior staff have monthly individual supervision with each Residential Support Worker. All members of staff who have completed their induction training are progressed to complete their BTEC Level 3 Diploma in Residential Childcare. We currently have a high percentage of care staff qualified to level 3. A full outline of staff training and qualifications is available on request.

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.

Devonshire & Greenacres 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 the classroom and 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 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

Missing From Care

Alderwasley Hall School and Sixth Form (Devonshire & Greenacres) very rarely experience 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 risks 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.

Safeguarding, Bullying and Complaints

Alderwasley Hall School and Sixth Form (Upper Site) 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 Kay Tunstall and includes the Registered Manager, Lesley Mawbey and Deputy Headteacher. 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 the 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. 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.

Devonshire 7 Greenacres operates three external door sensors that make an alarm sound when opened. These are located on two fire doors and are for the safety of the young people. No internal doors are currently alarmed.

We encourage all young people to make the right choices when using their devices. We ensure that all of the young people are educated around the safe use of devices and what is and isn't appropriate to be doing. We do encourage parents to make use of parental controls and to be aware of what their child is accessing. The school has a filter on the Wi-Fi that restricts access to inappropriate content and alerts the IT Manager to any concerns through the Wi-Fi. We encourage good sleep hygiene for all young people and conversations are held with parents around blockers or handing phones in overnight etc. All parents are given an Extended Access Agreement regarding the use of devices. For young people residing under a LAC/CIN placement they will adhere to the restrictions on mobile phones and device use within the homes as we are the responsible adult for them.

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 Manager in her absence. If the complaint is specific to the education provision, it will be dealt with by the Head Teacher, Bernardo Vega. 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.

Safeguarding Statement

Alderwasley Hall School and Sixth Form 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, Kay Tunstall the Designated Safeguarding Lead (DSL), or 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.

ADMISSIONS POLICY

The residential young people at Alderwasley Hall School and Sixth Form have an individual Education, Health and Care Plan (EHCP).

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 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 Headteacher. 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 a plan is agreed to support and meet these needs.

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:

We provide transition support and guidance to all young people leaving us, whether their destination be further education, supported living or returning home.

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 the home 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, meeting Reg 44 requirements.

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 Upper Site.

Quality Improvement 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 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:

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

Work telephone: 01332 378840

Children's Commissioner

The Children's Commissioner for England is Dame Rachel de Souza.

Email: help.team@childrenscommissioner.gov.uk or freephone 0800 528 0731.

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:

Ofsted
National Business Unit
Piccadilly Gate,
Store Street
Manchester
M1 2WD
enquiries@ofsted.gov.uk
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A full outline of staff and line management is available from the office.

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