

Cambian Group
Cambian Autism/Services Limited
Statement of Purpose
Purbeck View School



Northbrook Road
Swanage
Dorset
BH19 1PR

Tel: 01929 422760

DfE Registration Number: 835/6016
Ofsted Registration Number: SC065261

Purbeck View School

Matters included in this Statement of Purpose:

QUALITY AND PURPOSE OF CARE

1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.

Purbeck View School (based in Swanage, Dorset), is part of the Cambian Group and is an independent, residential school specialising in the care, education and therapy for up to 57 young people of both sexes between the ages of 7 and 19. The school provides accommodation for more than 295 days per year, offering placements from 38 weeks up to 52 weeks.

Students come to us with a range of diagnoses, including autistic spectrum conditions and typically present within the PMLD-SLD range. All our young people have associated learning difficulties and can display challenging behaviours. Their abilities both academically and socially vary and span a wide range. Purbeck View School delivers a service that is aspirational and bespoke to the individual learner; offering full entitlement to the National Curriculum, Independent Schools Standards Curriculum, Work Experience/Work Related Learning maintains an ethos of Individual learning through experience, with the aim to support our individuals to achieve independence and appropriate community access at their level. This includes clinical and therapeutic support.

Young people are accepted to Purbeck View School when their identified and assessed needs can be met and they are compatible with the needs of the existing young people. Most young people will have a statement of Special Educational Need (SEN) or an Education Health and Care Plan (EHCP).

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

Purbeck View School aims to provide a friendly, coordinated and stress free environment where each individual has the emotional and physical space to learn, grow, develop and achieve their personal best both academically and socially however It is defined by them or for them. Everything we do is directed towards achieving this aim.

Key objectives for our young people are the improvement of communicative skills, social skills including progress in self-management of behaviour, independence and life skills, and physical health and wellbeing.

Individualised plans are designed to meet specific needs and these plans form the basis of the partnership between young person, family/other relevant parties and staff. Supporting documentation and assessments include:

- Care Plan
- IEP (Individual Education Plan) includes targets young people are working towards, based on their goals and aspirations
- Behaviour Support Plan
- Individual Risk Assessment
- Speech & Language - Communication profile – Children’s communication checklist (Bishop), Spence social skills questionnaire, Derbyshire LS if appropriate
- Occupational Therapy - Sensory Profile Care-givers questionnaire (non-standardised), Clinical Observation of ASD and severe learning difficulty, High-functioning clinical observations
- Psychology - Strengths and Difficulties Questionnaire, Developmental Disabilities Children’s Global Assessment Scale (DDCGAS), Psycho Educational Profile -3 (PEP-3), Leiter R, Adaptive Behaviour Assessment System – Second Edition (ABAS), Weschler Intelligence Scale for Children 3 (WISC III)
- Medical assessments (including ophthalmic and dental needs) – overseen by the School Nurse, medical/well-being needs continually reviewed in consultation with Consultant Pediatrician, GP, Consultant Psychologist and Consultant Psychiatrist

Through the use of augmentative communication aids, our young people are consulted about different aspects of their care. We have a non-aversive, positive multi-disciplinary approach which is integrated across all settings.

3. A description of the accommodation offered by the home, including —

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

The school is set in its own grounds and educational and leisure facilities include classrooms, therapeutic and sensory rooms, an ICT suite, gym, sports hall, art room, library, quiet garden, parent room and chapel. The accommodation and facilities provide a homely environment designed to meet the needs of young people for whom a shared living experience can frequently be a challenge. The site and premises provide a safe environment whilst also being at the heart of the community.

Individuals are accommodated in nine living groups. All but one of these is located on the main school site in Swanage; the remaining group is located near Corfe Castle 6 miles away. The environment is rich in autism friendly strategies such as schedules, Now and Next boards and information is provided using a range of communication systems suitable to the young person’s individual needs.

The young person, their parents, social workers and any other stakeholders are consulted in relation to their specific needs and aspirations prior to admission. At this time, personal preferences or additional adaptations can be highlighted, discussed and planned and any choices made in relation to the young person’s furnishing and decoration of their bedroom.

For existing young people this will be ongoing and considered as part of any planned internal transition. Examples of this include grab rails, television cabinets, sensory activity centre’s, privacy screens; any necessary restrictions (e.g. locks) are discussed, risk assessed, agreed, documented and regularly reviewed.

- (b) The age range, number and sex of children for whom it is intended that accommodation is to be provided; and the type of accommodation, including sleeping accommodation.

Purbeck View provides mixed gender accommodation for up to 57 children ranging in age from 7 to 19 years within nine living groups.

Young people may continue to reside with us beyond 18 if:

- this reflects the requirements of a young persons' Statement of Special Educational Needs or EHC plan
- there is a plan in place for the young person, created by their social worker, that clearly demonstrates a 'moving on' process and the Registered Manager has completed a risk assessment that demonstrates that the other children in the home/school will not be at risk by living with an adult. The Registered Manager will ensure that numbers of young people aged 18 and over are kept below half the amount of places and are included in the numbers that Purbeck View School is registered for in line with the "wholly or mainly" requirement.

The nine living groups (and their maximum occupancy) are:

38 week accommodation is located on the first and second floors of the main school building. These living groups are: Belle View (7), Rempstone (6), and Spyway (5). 52 week accommodation is provided in five separate houses - those on the main site are - Beach House (6), Wavecrest (4), Ocean House (4) The Pebbles (4), New Moorings (5). A further 52 week living group, Peake House (8), is located just outside of the village of Corfe Caste 6 miles away.

Each living group has its own lounge and dining area. Some also have full kitchen facilities and sensory rooms. All bedrooms are single occupancy with a range of bathing facilities in each area, including some en-suite. Purbeck View School encourages young people to personalise their bedrooms by bringing photos, toys and personal belongings. Accommodation will be adapted to suit the needs of a young person where practically possible: some young people may, through sensory sensitivity, require a very low stimulus environment and they will be supported with this. Young people have adequate storage space for personal belongings and the right to privacy in their own bedrooms. Any young person who wishes to, can have a lock on their bedroom door as well as being able to have lockable storage in their rooms. Although the school encourages individuals to respect their own and others' property, possessions and belongings are kept at the school at the owner's risk.

4. A description of the location of the home.

Purbeck View School is situated in the Dorset seaside town of Swanage, and is very much a part of the community, making use of the many rich and varied local resources available including local beaches and the beautiful and distinct countryside of the Isle of Purbeck. The education and residential accommodation of Purbeck View School are contained within one campus apart from one 52 week living group which has a house on the outskirts of Corfe Castle. The area has been risk assessed as a suitable low risk location for a Children's Home.

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

All our young people benefit from a highly individualised programme to meet their needs, which offers flexibility and choice within appropriate amounts of structure. We recognise and respect each of our individuals' dignity, privacy, diversity and independence needs. Customs, rituals, religions and cultures are recorded where the individual is not able to express themselves in order that staff can support them to engage in activities. A placement will only be offered if all can agree that the young person's spiritual, cultural, health, dietary and social needs can be met within the setting and local community.

Each individual has a placement plan, and has personalised learning and care support programmes within which individual choice, community access and independence will be paramount. These aims are enabled by giving our young people time and opportunity to engage in social activities, sports, hobbies and other leisure both within the school environment and the community.

Placement plans are drawn up with staff and, where applicable, the young person, to enable care, therapy and education teams to work consistently through shared targets that take into account any cultural, linguistic and religious needs. As part of the ongoing review process a young person's progress is regularly reviewed through "Termly Check-in meetings" to review progress and attainment/support requirements, Looked after Children meetings and annual reviews. Young people are encouraged to participate and include their thoughts and feelings on the process, and this is supported by the individual's keyworker and where necessary with the support of the Speech & Language Therapist.

The school has its own fleet of vehicles to facilitate off-site activities and excursions. Peake House also has its own minibus. The young people have access to local shops, the beautiful Purbeck countryside and extensive coastline, with a number of towns and cities such as Poole, Bournemouth, Weymouth and Dorchester within easy reach.

We endeavor to support young people to make the right choices and to be able to understand right and wrong and regardless of their diagnosis, support them to learn how to interact positively with other people and tolerate their differences. Although many of our young people may be non-verbal, we support their communication, interaction and understanding; for example, if a young person's first language is not English, we would provide communication symbols and supporting words in both languages.

Our young people have access to a high level of staffing during the waking day and also through the night by our waking night team; all staff supporting young people will have access to their detailed preferences and needs. All staff members receive safeguarding training covering 'Awareness of Abuse' as well as in bullying, anti-discrimination and the rights of the individual. Refresher training is annually assigned to all staff via the Achieve online learning system as well as face to face sessions covering all mandatory training to ensure a safe and professional service is given.

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

We operate a complaints policy and procedure in accordance with the details set out in the Cambian Group Policy GQual 06 POLICY - Compliments and Complaints, this is available on the school network and website. Complaints are brought to the Principal or Registered Manager who maintains a record including all correspondence and resolution. This record is reviewed by the Registered Manager and the Independent Person as part of the Regulation 44 visit. Details of how to make a complaint are shared with staff in specifically allocated training/familiarisation sessions and also to families and placing authorities via direct letters from the Principal.

Purbeck View is committed to providing the highest quality service to individuals, parents, local authorities, social services and health authorities. Our aim is to be able to deal with any complaints in an informal manner within three days to seek a swift resolution. In the event that this is not possible and the complainant wishes to take the formal route, we ensure this is acknowledged, investigated and addressed within an agreed timescale as detailed within our complaints policy and procedures. All staff are trained in this policy and copies are available to parents/carers, authorities and staff and to young people in a simplified format. Posters are displayed on notice boards and leaflets are available for young people and staff on which complaints can be recorded for the attention of our Group Directors.

Versions of the complaints procedure have been designed in order to make it accessible to all our young people. The Young people's guide refers to how to complain and all young people have a copy of this.

If you have a complaint about Purbeck View School please contact:

Ginny Bellard, Principal, at:
Purbeck View School
Northbrook Road
Swanage
Dorset
BH19 1PR

Tel: 01929 422760

Email: Ginny.Bellard@cambiangroup.com

You may request a copy of the Complaints Policy at any time.

Cambian takes a very active stance on whistle blowing. The safety of young people is the paramount consideration of the Company and subsequently, staff are equipped and encouraged to report concerns and abusive practices to outside agencies when it is felt that they have not or cannot be successfully managed within the Company.

All staff, young people, their parents and stakeholders are provided with information detailing phone numbers of local and national child protection agencies. As part of the interview process all candidates are asked to demonstrate their awareness and conviction to alert outside agencies in the event of abusive practices.

Young people and their representatives can at any time contact OFSTED to raise a complaint.

Ofsted
National Business Unit,

3rd Floor Royal Exchange Buildings

St Ann's Square
Manchester
M2 7LA

Tel: 0300 1231232

Email: enquiries@ofsted.gov.uk

All complaints are recorded and reviewed by the Senior Management Team, and the school's Independent Person in line with Regulation 44 of the Children's Home Regulations 2015.

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

The Safeguarding and Behaviour Management policies and procedures are available upon request, in a variety of formats; all staff have access to them, copies can be obtained from:

Purbeck View School website; www.cambiangroup.com/ourservices/service/home.aspx?id=46&s=14

Or by calling 01929 422760 to request a copy which can be emailed or posted.

IEWS, WISHES AND FEELINGS:

8. A description of the home's policy and approach to consulting children about the quality of their care.

We support our young people to express their own ideas, likes, dislikes, feelings and concerns. This begins by ensuring that they are able to communicate their needs and wishes via an appropriate method. Through the use of Talking Mats, objects of reference, photographs, symbols, electronic devices and communication aids individuals are consulted on a regular basis about the care they receive. Each young person has a key worker who ensures that there is a member of staff with whom they have a trusting relationship and who can advocate on their behalf. On a day to day basis, young people are able to provide their views and share their preferences in relation to activities, food etc. as they arise or within regular meetings the young person has with their key worker or through the young people's home meetings. Young people's opinions are also sought via questionnaires and through incident debriefs.

Independent Person – monthly visits are in place and the IP visits the homes, talking to staff and giving the young people a regular opportunity to discuss their experience.

We also want our young people to have a voice within the school, and we give opportunities for regular feedback through consultation on a range of issues which are discussed through regular student council meetings with the support of augmentative communication systems and advocacy from familiar staff members.

The home has also secured the services of NYAS (National Youth Advocacy Services). NYAS is the largest provider of independent advocacy services for children and young people in England and Wales. NYAS provide residential visiting advocates to Purbeck View School. Visits will usually consist of one four hour visit a month. If further services are identified as required in addition to this, these will be sourced. The home embraces NYAS's aims to support children and young people in making their voice heard in all arenas to do with their care and is working towards, "a society where every child, young person or vulnerable adult's voice is heard and their rights are respected and where they can achieve their potential".

Our young people are encouraged to use an independent advocacy service.

Students are made aware of, and supported to use, a robust student complaint system.

9. A description of the home's policy and approach in relation to—
- (a) Anti-discriminatory practice in respect of children and their families;
 - (b) and children's rights.

We embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010. Through a positive approach we actively work towards disability equality, with our young people, parents/guardians and staff. The school's ethos of care, respect and dignity and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society.

Purbeck View is committed to treating its young people fairly. The Equality Act 2010, guides us in taking clear, decisive steps to ensure that our young people are not put at a substantial disadvantage by comparison with those who are not disabled. The School therefore seeks to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for young people with disability and the factors the school will take into account when considering requests for adjustments. Disability discrimination law covers employment, the provision of services and the provision of education. It is the policy of the School to comply with the Disability Discrimination Act 2006 and the Equality Act 2010.

We believe that children with additional needs should have the same rights as all members of society, where these are appropriate and in their best interests.

Within the statutory framework provided by current legislation and regulations staff of Cambian Group work to protect and promote for all people with special needs the right;

- To live full and independent lives to the maximum of their potential
- To a full, accurate and unbiased assessment of their special needs
- To a range of education, care, health and other associated support services required to meet all their needs
- To be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- To appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- To safe, attractive and comfortable living accommodation with privacy
- To adequate food, clothing, space and other necessities of life
- To the equipment, assistance and support services needed to enable them to live with dignity
- To the degree of freedom of movement which is consistent with their health, safety and well-being
- To participate in and benefit from cultural, entertainment, recreational and sporting activities
- Where possible, to use facilities and services in the community
- To develop relationships without exploitation or coercion
- To the full protection of the law
- To be protected from all forms of abuse and from the fear or threat of abuse
- Of access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being
- To supportive intervention to promote positive behaviour and to protect them from harm
- Of access to suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- To financial support sufficient to maintain their quality of life
- To have links with home and family promoted and maintained
- To positive recognition of cultural and religious diversity.

EDUCATION:

10. Details of provision to support children with special educational needs.

Each student has an Individual Education Plan (IEP) which is linked to their Education Health and Care Plan. It is drawn up in consultation with the young person's family, placing authority, the young person themselves where possible and PVS colleagues from care, education and therapy. This encourages consistency, and enables small steps to progress across all learning settings and community locations. IEPs are regularly reviewed by staff on an on-going basis, at termly check-ins and via a formal review with all those involved every six months to ensure end of year targets are on track for achievement. Where this is not the case, an under-achiever investigation is conducted and corresponding support plan created.

Purbeck View has its own multi-disciplinary clinical team on site, which works alongside, and in partnership with, the whole staff teams of care and education. Specialist therapists and clinicians provide training and support to ensure that the whole school environment is effective in meeting the therapeutic needs of the individuals in our care. We aim to ensure that all areas of need and objectives from the individual's Education Health and Care Plans are well provided for.

Clinicians contribute to a student's IEP targets and set and review clinical intervention targets that are based on assessment of a student's skills and functional needs.

11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.

We offer a structured, broad, balanced curriculum presented within a range of learning locations – often based outside the classroom and in the local community. Individual subjects are adapted to take account of the needs and starting points of our learners, and tasks and activities are differentiated to enable all to make progress.

We focus on presenting a learning setting that provides structure, routine and predictability. We operate within a communication rich environment that encompasses visual support throughout the curriculum using scheduling, TEACCH principles and behavioural analysis. These approaches are also translated into the home setting to ensure opportunities to practice and master new skills. These skills will often be practiced in the local community.

We have developed an autism specific curriculum called the STARS curriculum (a System for Teaching children with Autism Real Skills) We teach the national curriculum entitlements through 5 learning strands pertinent to the young person's needs on the spectrum. These learning strands are in Communication, Social Skills, Life Skills, Understanding and Experiencing the World and Sensory Experience and Physical Development. Our curriculum helps young people to break down the barriers that their autism presents to their lives and ensures learning is not tokenistic.

Learning past the school day ensures generalisation and consolidation of skills. Planned, structured activities take place in the evenings and 'themed weeks' during the holiday times encourage fun and social interaction.

Young people's progress is formally tracked using B squared, MAPP (Mapping and Assessing Personal Progress) and analysed and reported upon using CASPA.

Pupil performance is regularly reviewed each half term to ensure progress is happening at the rate expected for that young person. The school is currently reviewing its specialist curriculum to ensure it has incorporated and gives coverage to the new national curriculum changes.

On a young person's arrival at Purbeck View their academic levels are assessed during their initial assessment (12 weeks) in order to establish a baseline from which to work to throughout the school.

If a young person is not making progress against their targets, or within their academic subjects, the multi-disciplinary team discuss the reasons why and review their support plans accordingly.

Throughout the age range, practical skills such as cooking and self-care are taught alongside and through the formal curriculum, with a particular emphasis on vocational life skills at post 16.

Spiritual, Moral, Social and Cultural Education as well as Relationship and Sex Education are taught as part of the curriculum. Multi faith and cultural festivals are celebrated throughout the year and Citizenship is promoted by providing our young people with opportunities to feel part of a community and to have a voice. The young people are consulted on a regular basis on a range of subjects. A variety of methods are used including; questionnaires, talking mats and forums i.e. student council.

12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

Registered as a school, please see above.

ENJOYMENT AND ACHIEVEMENT:

13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

A broad range of opportunities for young people to enjoy and achieve are facilitated through a blend of on-site and off-site activities. These activities are age-appropriate, designed to encourage the degree of independence of which the young person is capable and to promote the development of good relationships with their peers and others with whom they come into contact. Consistent with protecting them from harm, we encourage freedom of movement and offer appropriate support to enable access to activities of their choice. Activities presented in education and care time are many and varied and include access to community facilities to generalise skills learned in school. Examples of these are: trampolining, roller blading, horse riding, sports and games, art and craft, computers, food technology, swimming, walking, bus visits to local parks and places of interest.

Each term the range of activities has a specific theme and some examples are wildlife, culture, emergency services, recycling and nature. On-site activities young people have access to can be linked to the ASDAN programme, developing independence sessions, growing Up Workshops, art and crafts, ICT, cooking. Access to the community is an important part of our young people's development and, to this end, trips to support learning are regularly scheduled and include accessing caf  s, restaurants, shopping, cinema, bowling, library, voluntary work, walking in the countryside, the beach, swimming etc. Young people can also take part in larger events such as trips to London, Paulton's Park and local Rotary Club events. All excursions are risk assessed and carefully planned to meet our students' individual needs. Purbeck View has individual home meetings and a School Council: both provide an opportunity for young people to contribute to the running of the home and put their views forward to further develop the range of opportunities available to them.

HEALTH:**14. Details of any healthcare or therapy provided, including—****(a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy;**

All students' health care and medical needs are identified and are recorded in their care plan and health record. The care and welfare of our students is very important to us, so we have developed an extensive school based clinical team to support their complex needs. The team is made up of a speech and language therapist, an assistant Sp and Lang therapist, an occupational therapist and assistant Occupational Therapist, a nurse and nursing assistant, a music therapist, psychiatrist, psychologist and assistant psychologist. The team work through a multi-disciplinary approach with our education and care staff to ensure a cohesive service. All therapeutic staff have clinical supervision appropriate to their specialism. Our multi-disciplinary team work together to ensure that all areas of need from the young people's SEN/EHCP plans are fully supported.

In addition our local GP runs a clinic in the school every week alongside the school nurse who monitors the general health of all students. Staff support students to maintain good personal hygiene at all times. They are encouraged to bathe daily and are supported with personal care. Toileting programmes are developed where appropriate by the occupational therapists and the nurse to support students to gain greater independence. A full list of clinical staff qualifications is available upon request.

Other services provided at the school by Cambian staff include:

- a regular clinic held by our Consultant Psychiatrist
- on-site clinical psychology
- on-site speech and language therapy
- on-site occupational therapy
- monthly paediatrician clinic

On admission young people and their parents are asked to sign consent for the administration of prescribed medication and use/non-use of homely remedy medications; these can then therefore be given on advice of the School Nurse.

All medicines are kept securely in locked rooms and locked medical cabinets. Key staff undertake medication training, and more senior care staff, including House Managers and Assistant House Managers are fully trained in the safe administration of medication. This training involves a comprehensive training module together with competency assessment by the school nurse.

(b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

Individualised plans are designed to meet specific needs, and these plans form the basis of the partnership between young person, family and staff. Supporting documentation and assessments include –

- Care Plan
- IEP
- Behaviour Support Plan
- Individual Risk Assessment
- Risk Reduction Plan
- B-squared - academic subject specific assessments
- CASPA – comparative, national assessment/classroom monitor.
- Speech and Language Therapy – Children’s communication checklist (Bishop), Spence social skills questionnaire, Derbyshire LS if appropriate
- Occupational Therapy - Sensory Profile Care-givers questionnaire (non-standardised), Clinical Observation of ASD and severe learning difficulty, High-functioning clinical observations
- Psychology - Strengths and Difficulties Questionnaire, Developmental Disabilities Children’s Global Assessment Scale (DDCGAS), Psycho Educational Profile -3 (PEP-3), Leiter R, Adaptive Behaviour Assessment System – Second Edition (ABAS), Weschler Intelligence Scale for Children 3 (WISC III)
- consultation with Consultant Paediatrician, GP, Consultant Psychologist and Consultant Psychiatrist
- Ophthalmic and dental needs are monitored annually with professionals either visiting the school to carry out examinations or young people accessing community facilities.

Our multi-disciplinary team provides baseline assessments of need on young person admission and then individual programmes are drawn up and shared across the staff teams. All assessments are reported in the Annual Review documentation and shared with parents and other professionals.

We also ask for feedback from parents and all professionals including the young person’s social worker.

POSITIVE RELATIONSHIPS:

15. The arrangements for promoting contact between children and their families and friends.

Purbeck View School has a strong commitment to maintaining family relationships and supports young people to remain in contact with their families through regular letter writing, telephone calls and where appropriate and possible communication through email and Skype. Combined with this we welcome on-site visits and will support families and friends who wish to make the most of the local amenities or use the school’s family room.

We aim to support young people and their families by providing:

- a key worker for each young person
- weekly reports from education and care to each set of parents
- a weekly telephone call from the young person
- web/skype links
- termly newsletter
- Monthly blog from the Principal
- annual reports and an opportunity to provide parental views
- annual reviews and a review statement
- CLA (Looked After) Reviews
- IEP - reviewed half termly
- Behaviour Support Strategies
- social occasions when family members are welcome – e.g. Christmas, Sports’ Day
- open door policy

- access to staff by telephone and e-mail
- homework to share with the young person during holiday periods, if appropriate, and on request

PROTECTION OF CHILDREN:

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

Purbeck View takes the safety and well-being of the young people in our care very seriously. The school provides staff support according to assessed need during both the day and night. The school has a team of dedicated waking night staff who work in all the living groups throughout the night and they are led by the night team manager.

Purbeck View does not use video monitoring devices, but for some students, where it is assessed and appropriate audio monitoring may be used. To ensure the safety of our young people with epilepsy or other health needs, we may use listening devices so that waking night staff can hear if a seizure happens or a medical need arises. These devices are used only with parental consent.

17. Details of the home's approach to behavioural support, including information about—

(a) The home's approach to restraint in relation to children; and

The school as a care and education provider must ensure that the people we support are safe from harm at all times, whilst respecting their rights, freedom and dignity.

Following statutory guidance on Keeping Children Safe in Education from the Department of Education which clearly states "This guidance does not advise schools and FE colleges on every detail of what they should be doing when dealing with safeguarding issues or in relation to promoting the welfare of children. While it is proper for the Government to lay down principles, it is for front line skilled professionals to use their knowledge and judgement to safeguard and promote the welfare of children in their care, focussing on priorities and being clear about their individual responsibilities", we have sought to clarify for the team at Purbeck View the position with regard to the use and recording of:

- supportive physical intervention which is giving reassurance

and

- restraint which seeks to restrict an individual.

In every case we must ensure that we comply with the Children's Homes (England) Regulations 2015, Regulation 20 – Restraint and Deprivation of Liberty - which requires that restraint must only be used for the purpose of:

- Preventing injury to any person, including the child;
- Preventing serious damage to the property of any person including the child.

Definition of Restraint:

Restrictive Intervention is any method which restricts the individual's liberty for example by environmental means, physical means, including mechanical means, holding and physical restraint.

Our Approach

Our client group includes those who often exist in highly anxious states and find communication difficult. This can lead to some young people exhibiting extreme behaviours, which are often physically challenging. We have a strong ethos of positive intervention and a detailed policy on the use of physical management. Sanctions and punishment are not considered appropriate for all of our young people, however we will teach natural tolerance and ability to understand. All incidents involving young people and any physical support used are analysed with debriefing and detailed reporting to parents/carers and authorities, where appropriate. Each young person has an agreed Behaviour Support Plan and Individual Risk Assessment.

The behaviour support plan is a live document, shared with all staff, devised by a multidisciplinary team in conjunction with the young person, parents, caregivers and local authorities. Planned and agreed strategies from the support plan are implemented using a gradient approach, increasing according to level of risk or danger.

The BSP sets out:

- Detailed information of a young person's presenting behaviours
- Preferred de-escalation strategies
- Preferred methods of physical intervention when de-escalation techniques have been unsuccessful
- Calming and after care plans to follow on from a physical intervention

The BSP is an integral part of the overall care plan and is designed to keep young people safe whilst alternative means are identified for more positive communication of needs, expression of anger, frustration and emotional distress. Parents, placing authorities, social workers and other stakeholders may request a copy of the Behaviour Management Policy.

With the aim of working towards a restraint-free environment, the school's non-aversive behavioural approach is supported by the MAPA (Managing Actual and Potential Aggression) approach from the Crisis Prevention Institute (CPI). The aim is always to encourage positive behaviour through an analysis of why our young people behave in the way they do. We believe that all behaviour has a specific function to the individual and through the replacement of unwanted behaviours with a more appropriate alternative we encourage more appropriate behaviour. The School's Multi-Disciplinary Team work closely together to this end, providing a truly holistic approach.

All incidents and any physical restraints involving young people are recorded and reported to the Senior Management and psychology team. They are discussed and reviewed by senior managers and the BSP and IRA are updated accordingly. All details are kept in the Restraint Log and then captured in Sleuth software (a system that tracks and manages data) for detailed analysis by our psychology team to support whole school learning, staff understanding and development.

(b) How persons working in the home are trained in restraint and how their competence is assessed.

All staff undergo training at MAPA foundation level which has been designed to enhance understanding and management of disruptive, aggressive and/or violent behaviour. This approach aims to ensure that everyone involved in crisis situations which include disruptive, challenging or violent behaviour can maintain the care, welfare, safety and security of all involved.

The MAPA programme aims to ensure that the necessary foundation skills will reduce the likelihood of risky or dangerous behaviour occurring in the first place, as well as to manage such behaviour when it does occur, using a range of MAPA disengagements or holds without damaging the professional and supportive relationships between young people.

External trainers from the Crisis Prevention Institute have delivered training and assessed all staff undergoing training. The school also has its own MAPA trainers who can provide on-going support and refresher training to staff. Additional training may be given to individual teams at Levels 3 and 4, relating directly to the young person's individual needs.

Annual refresher training including written and practical assessment, is given to all MAPA practitioners. Staff are assessed by qualified instructors as to their competence in delivering MAPA supported responses and interventions.

Having trainers as part of the team onsite enables staff to access targeted advice regarding incidents as they occur, are reviewed or are reflected upon.

In addition, the school can access consultancy from the wider Cambian group trainers and CPI to meet exceptional individual needs.

LEADERSHIP AND MANAGEMENT:

18. The name and work address of—

(a) The registered provider:

Anne Marie Carrie – Chief Executive Officer, Children's Services
4th Floor
Waterfront Manbre Wharf
Manbre Road
Hammersmith
W6 9RH
Tel: 0208 735 6150

(b) The responsible individual:

Ginny Bellard
Purbeck View School
Northbrook Road
Swanage
Dorset
BH19 1PR
Tel: 01929 422760 Email: Ginny.Bellard@cambiangroup.com

(c) The registered manager:

Neil Johnstone
Purbeck View School
Northbrook Road
Swanage
Dorset
BH19 1PR
Tel: 01929 422760 Email: Neil.Johnstone@cambiangroup.com

19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

Purbeck View School ensures that all staff allocated to young people are adequately experienced, trained and supported to deliver informed, quality care. Purbeck View School ensures that all new staff complete a full induction programme and 'shadow' more experienced staff in the setting until they are assessed as being competent to work without direct supervision. Staff are expected to be qualified to NVQ level 3 or QCF diploma: if on joining they have yet to achieve this, they are enrolled onto the programme after 3 months completion of their 6 months' probation.

Education staff are experienced and trained in special educational needs; health and therapy team are all experienced and qualified practitioners.

Full details of staffing qualifications and experience are available as an appendix to this document.

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care

(Organisation chart provided as an appendix to this document)

Purbeck View School has a staffing establishment including the Senior Leadership Team consisting of the Principal, Vice Principal – Care, Vice Principal – Education, Education Leads in Key Stages 2 – 5 and Bursar, eight teachers/class tutors, Teaching Assistants, Clinical Psychologist, therapy team (See organisation chart for line management and supervision responsibilities).

Residential staff comprises a Vice Principal - Care, three Care Managers and six House Managers. Dedicated staff teams work within each of the house-bases with a HM (House Manager) overseeing the management and staffing of between one/two houses. The HM leads a team consisting of DHMs (Deputy House Managers), SCSA (Senior Care Support Assistants) and CSAs (Care Support Assistants). The number

of staff allocated will depend on the size of the house base and the needs of the young people. The night team is led by House Managers a Senior Night Assistant Team Manager and two Night Assistant Team Managers. House Managers and Deputy House Managers provide professional supervision for their staff teams. House Managers report to, and are supervised by, one of 3 Care Managers who in turn report to the Registered Manager.

Additional staff includes a Site Manager, an ICT Technician, Human Resources administrator, an administration team of five staff, Qualifications and Credits Framework assessor/verifier and a core team of cooks, domestic assistants and maintenance staff.

All staff teams, including care and teaching staff, receive regular supervision in line with policy and as per the requirements of their specific roles. All clinicians and therapists have professional, clinical supervision in line with their specialism and role. This is provided by appropriately qualified and experienced, external individuals.

All employees have a job description that clearly defines what is expected of them. There is a robust supervision and appraisal process in place for all job roles. Supervision is a continuous process of monitoring, support and personal development in both formal and informal contexts. The formal meetings are arranged on a regular basis with time allocated for this purpose, every six to eight working weeks. Supervision is a means of reflection and support, clarifying and seeking to assure that all aspects of role are performed to the expected standard of practice. It provides reassurance to the employee and is a forum for discussing pertinent issues and practice development. Targets are set and reviewed.

Performance monitoring and feedback during an employee's six month probationary period (where applicable) is provided as an integral part of the supervision process. Appointments to all full-time and part-time posts are subject to a probationary period of six months (26 working weeks) unless the contract/statement of particulars of employment state otherwise.

During the probationary period the employee's progress and suitability for the post is monitored and assessed against both the specific requirements of the Job Specification and other standards which can be reasonably expected by an employer. Formal meetings take place every four working weeks during this period culminating in a final meeting which confirms/terminates appointment or extends the period of probation.

Managers responsible for supporting probationers and other employees through the supervision process, assessing their suitability, are provided with the training necessary to carry this out.

All employees participate in performance appraisal annually, on or around the anniversary of their appointment. Appraisal meetings address:

- Standards required in key areas of the job description
- Strengths and achievements over the year
- Issues of concern and barriers to good performance
- Targets for future development
- Training and coaching needed to support development.

21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

Purbeck View School has a good balance of male and female staff throughout the staffing structure from senior management to support staff and teaching assistants.

CARE PLANNING:

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

Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Admissions Team or the Principal, Ginny Bellard, and can be made by parents, local authorities, social services departments or health authorities. Visits from prospective parents and representatives of placing authorities are always welcome at any time. Children are admitted following a thorough assessment by members of the Senior Management Team and there is a detailed admissions policy outlining the process that can be viewed at the request of the referring person outlining the process.

- All young people will be between 7 and 19 years old with a primary diagnosis of autism but may also have a number of co-morbid conditions including OCD, Epilepsy, PDA, ADHD, Dyspraxia.
- Young people are accepted to Purbeck View School when their identified and assessed needs can be met and they are compatible with the needs of the existing young people.
- Young people will have an Education Health and Care Plan (EHCP).
- The majority of individuals are placed by their local education authority, sometimes funding is also supported by Social Services, Health Care or a private contributor.
- The school has two types of residential placement – 38 week term time boarding and up to 52 week. In addition Purbeck View School offers day placements for local individuals.
- All students are placed subject to a comprehensive, initial assessment period of twelve weeks.
- The admission of a new student can be a difficult time and we aim to make the transition as smooth as possible. During the referral/admission process, consideration is given to how they will adapt to the new environment and how the service can meet the needs of the individual.
- Prospective students are assessed initially in their own setting by senior staff and the multi-disciplinary team, with psychiatric input as necessary. The Registered Manager is involved in the assessment process for all students.
- We do not accept emergency admissions.

Admissions line: 0800 288 9779

Purbeck View School is happy to provide any of the above mentioned policies, an organization chart and a school prospectus to parents and other stakeholders upon request.

Additional Contact Details

The Children's Commissioner for England:
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT

Tel: 0800 528 0731 / 020 7783 8330

advice.team@childrenscommissioner.gsi.gov.uk / info.request@childrenscommissioner.gov.uk

Child Protection Services:

NSPCC child protection helpline
Help for adults concerned about a child
Call us on 0808 800 5000

Help for children and young people
Call Childline on 0800 1111

Document compiled using the following information where appropriate:

National Minimum Standards for Residential Special Schools – April 2015

Children's Homes Regulations including the quality standards - April 2015

Deprivation of Liberty – Guidance for Providers of Children's Homes and Residential Special Schools - 2014

Special Education Needs and Disability Code of Practice: 0 to 25 Years – 2015

Cambian Group Policies and Procedures

Appendix

(19) Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care (including all therapists/clinicians and regular bank staff)

Job Title	Qualifications	Experience	No.
Principal Ginny Bellard	<p>Bachelor of Education Honours Degree</p> <p>Masters Degree – Education and School Leadership (ASD Research)</p> <p>Certificate in Advanced Autism Programme – University of Cambridge</p> <p>National Professional Qualification for Headship – National College of School Leadership</p>	<p>20 years in education and ASD. 11 of these in a senior leadership position in a special school. Ginny has led prior SEN teams through three Outstanding OFSTED Inspections and attained her previous school full National Autistic Society Accreditation, enabling it to become one of the first local authority schools in the country to be accredited as acknowledged as delivering high quality ASD specific intervention and support. Ginny has extensive experience in leading a teaching school and supporting local mainstream primary and secondary schools to develop their own inclusive SEND services.</p>	1
Vice Principal – Care	<p>Children and Young Persons Workforce Diploma Level 3</p> <p>Principles of Leadership and Management Level 5</p> <p>QCF level 5 Leadership and Management Level 5 apprenticeship in leadership and management</p>	22 years experience in Care	1

Vice Principal - Education	BA (Hons) Education and Training (ASD Focus) Cert Ed A1 Assessors Award	24 years experience in Education and autism.	1
Education Lead (KS 2 -4)	BA Hons (French and Politics) PGCE Secondary		1
Education Lead (KS 5)	BEEd Hons (Theology and Religious Studies).		1
Care Managers	Qualifications include NVQ 3 CCYP, NVQ A1,	Autism and learning disability	3
House Managers	Qualifications include a range of NVQ 3 and NVQ 4 CCYP	Autism and learning disability	10 (9FTE)
Assistant House Managers	NVQ 3 CCYP or working towards QCF level 3 CCYP	Autism and learning disability	16
Senior Care Support Assistants	Desired qualification is NVQ 3 CCYP or QCF level 3 CCYP	Autism and learning disability	27
Care Support Assistants	Desired qualification is NVQ 3 CCYP or QCF level 3 CCYP	Autism and learning disability	73
Night Assistant Team Manager	NVQ 3 CCYP & QCF level 3 CCYP	Autism and learning disability	3
Night Senior Support Workers	Desired qualification is NVQ 3 CCYP or QCF level 3 CCYP	Autism and learning disability	13
Night Support Workers	Desired qualification is NVQ 3 CCYP or QCF level 3 CCYP	Autism and learning disability	15
Occupational Therapists	BSc Occupational Therapy	Autism and learning disability	2
Speech and Language Therapist	BSc Hons Speech and Language Therapy	Autism and learning disability	2
Clinical Psychologist		Autism and learning disability	1
Clinical Psychology Assistant			
School Nurse			
Teachers	Qualified Teacher status achieved through a range of qualification routes including Full Education Degree, PGCE, GTP	Autism and Learning disability and a range of subject specialisms	9 (8FTE)
FE Tutors	Level 5 Diploma in Education and Training.	Autism and Learning Disability. Post 16.	2
Teaching Assistants	Whilst there is no requirement for qualification some teaching assistants have NVQ level 3 TA qualification plus a range of in house opportunities including ASD specific training for classroom practice i.e. TEACCH, Sensory strategies, literacy delivery.	Autism and Learning disability	20