

**Cambian Group**  
**Cambian Asperger Syndrome Services Limited**

**Statement of Purpose**

**Grateley House School**

Pond Lane, Grateley, Andover, Hampshire SP11 8TA

Tel: 01264 889751

DfE Registration Number: 850-6058

Ofsted Registration Number: 116588/SC012450



## Grateley House School

### STATEMENT OF PRINCIPLES AND PRACTICE

The Statement of Purpose is available to parents and staff. It is also made known to the students through a range of methods as appropriate. This statement describes the overall purpose of the school and describes any theoretical or therapeutic model underpinning the practice of the school.

Grateley House School is part of the Cambian Group. All young people in the school have an Education Health Care Plan (EHCP) or a Statement of Special Educational Needs (SEN): all have a diagnosis, or have strong emotional/behavioural traits which put them in the average or upper ability range of the Autistic Spectrum, usually High Functioning Autism (Asperger Syndrome). Other associated difficulties such as ADHD, anxiety, dyslexia and dyspraxia can also be accommodated when such difficulties occur as part of an Autistic Spectrum Condition (ASC), but not in place of it. Our work is based upon understanding the ability of each young person to manage academically, socially and emotionally as individuals, as part of a group, as part of their family and as part of the wider community. The purpose of the house bases is to prepare young people for the demands of adult life through staff expertise and specialist approaches, including a nurturing therapeutic environment which encourages young people to flourish academically, socially, emotionally and spiritually.

Asperger Syndrome is like an iceberg, where nine-tenths of it lies beneath the surface. The true extent of the disorder is hidden as young people may look and sound as if there are no apparent issues. This can arouse false expectations and can lead others into assumptions about their capabilities, behavior and responses. These judgements have been known to limit what can be accomplished by our young people.

Grateley House School is a community that engages students and develops positive attitudes to learning. Staff are confident and skilled in building positive relationships that help to break down barriers, build self-esteem and challenge disaffection.

For vulnerable young people it is often a long road to success. Through the provision of a structured learning environment, we build that success through challenge, personalisation and innovation. Our aim, for all students, is for them to lead a full and fulfilling independent life in which they are equipped to make a positive contribution to their community. We help our students develop the skills that enable them to increase their independence and manage their own behaviour.

All Grateley House School staff are committed to enabling all students to overcome their challenges and achieve their full potential through both their social development and their academic learning. Staff have very clear expectations about the standards they expect and encourage all students to aspire within an environment of small groups with specialist teachers and teaching assistants to promote learning.

Grateley House School has a nurture provision that gives students the opportunity to revisit early missed “nurturing” experiences. It enables staff to model positive relationships; there is an emphasis on the development of language and communication skills and a focus on social and emotional development and reducing challenging behaviour.

As well as developing curriculum-based skills, students are encouraged to celebrate their own progress by

experiencing and learning skills such as listening, sharing and taking turns. This enables them to reduce or remove barriers to learning.

This provision offers a small highly structured environment with opportunities to develop skills to support them. The curriculum focuses on key skills taught through project based activities and includes lots of opportunities to play and to explore learning. At Grateley House School we have adopted the 6 guiding principles of nurture as defined by the Nurture Group Network:

- ✓ Students learning is understood developmentally
- ✓ The classroom offers a secure base
- ✓ The importance of nurture for the development of self-esteem
- ✓ Language is a vital means of communication
- ✓ All behaviour is communication
- ✓ Transition is important in student's lives.

### PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

Our approach is based upon a non-aversive positive approach to behaviour change, an AS-friendly range of styles and strategies that are needs-led and detailed within personalised care plans. The work of our staff is based upon understanding the ability of the student to manage academically, socially and emotionally. We use therapeutic support and facilitate an educational, social, emotional, and spiritual ethos, which take account of an ASC learning style. Individualised plans are designed to meet specific needs, and these plans form the basis of a partnership between the student, school, family and social worker if applicable.

Challenging behaviour at Grateley House School can take many forms. All staff are fully trained in the management of challenging behaviour, which is based on a positive approach. Punishment is not seen as appropriate there is a focus on learning from natural consequences and there is an expectation that students accept responsibility for their behaviours in the interests of natural justice and their own personal development. Apologies, kind acts and restitution for damage, catch-up, community service, and in some cases, grounding to site for a defined period, are seen as appropriate consequences for developing future independence.

We aim to teach self-management through the provision of a range of strategies that allows the students to utilise their strengths and manage their difficulties successfully. We aim to help students reduce and control their socially unacceptable, inappropriate impulses and behaviours through the structured use of positive interventions and rewards, behaviour planning and the teaching of alternative behaviours. Each student has an Individual Behaviour Support Plan (BSP) which is based on positive behaviour management strategies and this sits alongside an Individualised Risk Assessment (IRA). These documents are formally reviewed on a 3 monthly basis; with input from therapy, care and education or more frequently should there be any change in a student's presentation as they are a 'live' document.

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

Our staff teams receive regular training and refreshers in MAPA (Managing Actual and Potential Aggression); we strive wherever possible to minimize the need for direct physical intervention and it is only used as a last resort. However, if our staff have to use a physical intervention we have in place a detailed recording and monitoring system to ensure that this is appropriately documented according to the NMS Standard 12. Such records are reviewed weekly by members of the Senior Management Team and the whole process is monitored by the Care Manager. All restraints are analysed within twenty four hours.

Cambian group have two dedicated trainers/assessors. The Care Manager is a qualified MAPA instructor and having this resource on site enables staff to access targeted advice regarding incidents, as they occur and through the debrief process. Annual refreshers are organised for all appropriate staff, which includes written and practical assessment.

## RESIDENTIAL ACCOMMODATION

Grateley House School is registered as a 38 week, Residential Special School for mixed gender students who are 9 to 19 years of age. The school has 42 residential places.

There are seven living groups based on the main school site that provide a caring and nurturing environment as close to a family situation as possible.. These living groups aim to recognise the developmental needs of each individual student within the group. All of the residential accommodation has single occupancy bedrooms and some have en-suite facilities. Each living group benefits from communal lounges, bathrooms and kitchen areas. There are three house bases within the main school building, (currently one is closed for refurbishment) with the remaining four of the house bases spread out within the school grounds, providing the opportunity for a more nurturing environment for those who require this, including their own gardens, swings and play equipment.

Grateley House School also has Stratford Lodge, which is a sixth form satellite base situated in Salisbury. This is a 38 week CQC registered Care home that can accommodate up to 10 students aged between 16 – 19 years old.

Students have input into the décor of their homes and bedrooms through weekly house meetings. Each house base on site is for the residential students; however there are day students on site during the school day based in 'The Stables'. Day students can be invited into house bases by their friends.

Students are encouraged to take responsibility for tidiness around the house and in their own rooms. Students are appointed single study bedrooms and are encouraged to bring pictures, books and any other special items that are personal to them. Students can watch television in their free time in the lounges, which offer a selection of Freeview digital channels. A large range of age appropriate resources are available in each living area for students to use and we actively encourage reading. We have a Wi-Fi café available at certain periods throughout the day.

Decisions are made regarding which house base accommodates young people depending on their age, ability, presenting difficulties and potentially their changing needs and compatibility with other students. The young people are also consulted on the matter whenever it is appropriate or there is availability to do so.

Where some houses bases could benefit from upgrading to provide an even better, more homely and functional environment, this has been identified and forms a part of the Ofsted Action Plan which is reviewed on a weekly basis.

## A description of the location of Grateley House School

Grateley House School is a large country house set in extensive grounds with additional education and residential

premises within the eight-acre site. There is a wooded area and a hardcourt for sporting and recreational activities. We also have an adventure playground in the grounds for younger students.

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

We recognise and respect our students' religious beliefs, customs, rituals and culture. We allow and support them to practice their religion either in school or during the evenings and weekends at local places of worship. We actively encourage links with the wider community to support our students to feel that they belong to whichever community or culture they are from.

The school as a whole is non-denominational and the school assemblies offer students a time to celebrate their achievements with a weekly celebration assembly and an annual end of year celebration day that parents are also invited to attend. Religious Education is taught in accordance with the locally agreed syllabus and parents have the right to withdraw their child from all or part of the RE lesson, which is taught within a Personal and Social Development Programme.

### COMPLAINTS

Cambian is committed to providing the highest quality service for young people, parents, local authorities, social service and health authorities. The Cambian Complaints Procedure offers additional security for students attending our establishment and peace of mind for their parents and placing authorities. This includes the involvement of persons who are completely independent of the establishment who can investigate formal complaints made by the student or persons acting on their behalf. Each student is allocated a key worker / personal tutor whom they meet with regularly and there is a 'friendly' version of the complaints procedure designed to make it accessible to all our individuals.

We believe that students have the right to comment upon the service provided for them, to be involved in decisions relating to that service and to make complaints where they consider the service is unsatisfactory, for whatever reason. How to complain, if required, is clearly displayed and regularly reinforced within House Meetings. How to complain is also displayed within the Students' Guide. Our aim is to be able to deal with any complaints in an informal manner initially, to seek a swift resolution. In the event that this is not possible and the complainant wishes to take a more formal route, we ensure that this is acknowledged, investigated and addressed within our complaints policy and procedures. The school is also visited regularly by an Independent Advocate from NYAS, who will speak with the students individually on request.

All complaints are recorded in the school's Complaints File, which is reviewed by Senior Managers on a weekly basis and through the Regulation 20 monitoring procedure. Complaints can also be made directly to Ofsted and whistleblowing,

Ofsted National Business Unit  
Piccadilly Gate  
Store Street  
Manchester M1 2WD  
Tel: 0300 1231232

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

4th Floor, Waterfront,  
Manbre Wharf  
Manbre Road  
Hammersmith  
W6 9RH  
Tel: 0280 7356150

Details of how a person, body or organisation involved in the care or protection of a child can access the school's

child protection policies or the behavior management policy.

We have specific Safeguarding Children and Behaviour Management policies as outlined in standards 11 & 12 of Residential Special Schools NMS. All staff are provided with copies of these policies. Other parties such as parents, local authorities and social services are supplied with copies upon request. Copies are kept on the school website <http://www.cambianguroup.com/ourservices/service/home.aspx?Id=41>

## SECURING STUDENTS VIEWS

We support our young people to 'have a voice' and to enable them to express ideas and concerns using whichever means are most appropriate to them. All young people are assigned a key worker / personal tutor, who will meet regularly to chat, support and address any needs or concerns. All residential houses have meetings for the students with an agenda and minutes. There is a Student Council that meets monthly as well as student committees in areas such as anti-bullying, food and Motiv8 (health and wellbeing activities). Minutes from these meeting are shared with students and staff across the school and suggestions are discussed at senior management level and actioned where appropriate. There are consultative processes throughout the year on various issues as part of the self-evaluation audits of the school. Students are given the opportunity to meet with the governors on a termly basis as part of the Governance Meeting. On occasions, students are also invited to the Senior Management meetings, to be consulted for their views. An open communication environment is encouraged whereby students are communicated with in a way that best suits their level of understanding and expression. Due to the communication challenges our young people experience by the nature of their diagnoses, the onsite Speech and Language Therapist supports staff to adapt their communication to ensure young people are able to communicate their thoughts and feelings effectively in an appropriate format e.g. written, visual and verbal. The Speech and Language Therapist also facilitates the adaption of materials to gain feedback such as simplifying the language used or creating visual formats.

A description of the Schools policy and approach in relation to:

- (a) Anti-discriminatory practice in respect of children and their families; and
- (b) Children's rights.

We believe that students with additional needs should share 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 the 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
- A full, accurate and unbiased assessment of their special needs
- A range of education, care, health and other associated support services required to meet all their needs
- be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- Appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- Adequate food, clothing, space and other necessities of life
- The equipment, assistance and support services needed to enable them to live with dignity
- participate in and benefit from cultural, entertainment, recreational and sporting activities
- use facilities and services in the community where possible
- develop relationships without exploitation or coercion
- The full protection of the law
- be protected from all forms of abuse and from the fear or threat of abuse



- Access information contained in their personal records, where this does not conflict with statutory regulations or threatens their well-being
- Supportive intervention to promote positive behaviour and to protect them from harm
- access suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- have links with home and family promoted and maintained
- Positive recognition of cultural and religious diversity

## EDUCATION:

### Details of the provision to support children with special educational needs

The school offers a range of classroom facilities. Each class generally has up to seven students working with a teacher who is supported by one or more teaching assistants. Class groups are normally of similar age where this is deemed suitable, based on the needs, ability and personality mix in order to ensure a cohesive and compatible group. The Therapy Team work closely with staff and students in education and within the house base environments. They support the students' individual needs through both direct and indirect work, with the implementation of programmes that are integrated into the waking day curriculum.

Links are also made with other education providers and organisations to ensure the broadest range of educational opportunities and activities are available to students. Additional lessons are available for those who wish to extend their learning, as are sports based learning activities for those who enjoy a more practical route.

The School follows a waking day curriculum and this allows for programmes to be planned for and delivered across both the education and care settings which in turn provides a consistent approach for all students.

**The school is registered as a Residential Special School. Details of the curriculum are provided by the Principal and structure of the arrangements for education.**

We believe our students have the right to experience the breadth and range of subjects delivered within a specialised and adapted National Curriculum. Progress is carefully monitored to ensure that outstanding progress can be made. Grateley House School offers specialist facilities for all subjects and some traditionally based practical rooms. All classrooms have computer facilities including interactive whiteboards and Internet access. Food Technology/cookery and home management skills are also offered where appropriate in residential settings as curriculum enhancements.

A full range of external qualifications and accreditation is offered including GCSEs, Entry level, Functional Skills and vocational courses. There is a menu of intervention programmes through which personal and social development are tailored to support students in developing their skills.

Each class also has access to the following facilities:

- Art and Crafts Suite
- Science Laboratory
- Design and Technology workshop and classroom
- Food Technology/Living Skills Kitchen
- Dedicated "Nurture" classroom (Base Camp)
- Fully equipped music workshop
- Mobile mechanics workshop (Wheels Project)
- Outdoor fitness facilities (Multi-use games area Koopa Court)
- Relaxation/OT room equipped for holistic therapy treatments (including PAT therapy dog)
- ICT Suite
- Library and Learning Hub (Students Services)
- Fully maintained grounds with adventure playground and sensory equipment

There is also an established Sixth Form educational provision which offers an extensive range of qualifications on and off site

The onsite education is managed by James Lynch, Vice Principal who is part of the Senior Leadership Team.

We also have provision for up to thirteen day students, who access the school to partake in the educational day; however they do not reside in the house bases but have their own designated area "The Stables" for break lunchtimes and private study.

At Grateley House School we aim to provide consistent, diverse, enjoyable and structured learning opportunities through a waking day curriculum, seven days a week for all of the residential students.

We understand that not all students with Autistic Spectrum Condition will learn new skills at the same pace. Our curriculum caters for students with a wide range of needs regardless of the speed of their progress.

Grateley House School believes that students are entitled to a curriculum that is characterised by breadth, balance, relevance, differentiation and progression. We take a personalised approach to the curriculum which is broadly based on the statutory requirements of the new national curriculum, but the teaching of subjects is adapted to meet the very particular needs of our students. In Key Stage 3, the curriculum emphasises the importance of key core subjects, whilst offering the full national curriculum. Our curriculum offers a range of options in Years 9 to 11 that can lead to accreditation and qualifications. There is also an opportunity for students to have short periods of work experience where appropriate; these may be on or off-site. Where possible the school places students with local employers and works with partner organisations to ensure the suitability of placements.

The school day begins at 08:45 and ends at 15:30. On a Wednesday and Friday mornings there is a whole school assembly. On the other days there is a 15 minute tutor session to start the day. The school offers additional academic activities such as "Maths Club" and "Curriculum +" on a Friday afternoon.

Grateley House School provides formal education for students for 38 weeks of the year.

We offer a wide range of qualifications including, GCSEs, Vocational and Functional Skills. All students have access to Personal, Social, Health and Citizenship Education.

Some of our older students in the Sixth Form, study A-Levels and BTEC Awards at school or local colleges of further education. Students are properly supported in the college environment monitored by the school's dedicated college coordinator.

We also offer:

LASER Awards

ASDAN Awards

Information Technology (INGOTS) Qualification Level 1 and 2

BTEC awards in Animal Management and Land Based Studies

BTEC certificate in Food Technology

BTEC certificate in Sports and Physical Education.

Sailing RSA Certificate

In addition to academic attainment, students are provided with the opportunity to develop their full potential in the following areas:

Physical health and wellbeing

Independence, life skills and self-help

Social skills and understanding

Communication skills

The development of relationships with adults and peers



The ability to make informed choices  
Intellectual development and problem-solving  
Spiritual, moral, social, cultural and emotional fulfilment  
Positive self-esteem, self-awareness and self-confidence  
Leisure and self-occupying skills

### ACTIVITIES AND FREE TIME

As part of our waking day curriculum, we consider time spent before and after school and at weekends to be of equal importance to that experienced during the school day. Consideration is always given to the students' chronological and developmental age when organising the activity programmes provided by the school. Students are assisted at such times, developing their skills in personal care, experiencing play and leisure activities and enhancing social and communication skills in a wide variety of supported yet realistic settings. Within that structure, students are offered a wide range of leisure activities which address their individual social, communication, personal and academic needs.

Activities throughout the week and at weekends are planned and co-ordinated by the care staff. Students' interests and hobbies, health and fitness are promoted through group and individual activities. Opportunities currently available include swimming activities, riding, shopping, crabbing, cycling, hiking, trips and visits to public settings such as Laserquest, the cinema, skateboarding, country walks, fishing, snooker/pool, model making, music activities, gardening, arts and crafts, sailing and relaxation activities. Many activities are offered on site, however other opportunities exist within the local area and further afield.

### HEALTH AND WELLBEING

Our students have access to the support of a range of disciplines, including Psychology and Psychiatry, Speech and Language, Occupational and CBT Therapy. Each therapist is qualified and undertakes on-going professional supervision. Our therapy team train and support staff to help make the whole school environment as beneficial as possible for the well-being, learning and development of every student.

The general health of students is monitored by our qualified School Nurse. The Psychiatrist and the School Nurse together ensure the impact of medication on a young person's health is regularly reviewed.

The School aims to ensure that all areas of need from the students' Education Health Care Plan is covered. Having such a range of therapies available, delivered by experienced practitioners, who work as a team, is of great benefit in supporting our students to reach their full potential and have their needs met. The therapists also help advise and inform the other departments within the school.

Each young person has a health care plan that is incorporated into their placement plan. Individuals have access to a GP, Dentist, Optician, and Paediatrician if required. The school also runs a weekly MDT (Multi-Disciplinary Team) Termly Check-in for students, with representation from the therapy team, Care Manager, the student's TA, Teacher and keyworker. Within these Check-ins progress is discussed, relevant concerns addressed and EHCP targets agreed for the student to work towards and then their progress is reviewed. Each student is reviewed once a term within this forum, as an individual and also within the setting of their home, and their scores on the E-Global Assessment of Progress (E-GAP) are collated and signed off.

The Therapy Team also use standardised measures appropriate to their various disciplines to monitor and evaluate the effectiveness of individual work undertaken with our young people.

### CONTACT WITH PARENTS / CARERS

The school ensures that regular, informal home contact is maintained through weekly telephone calls, email, Skype, Wi-Fi connectivity and regular newsletters. Parents are invited to attend all EHCP reviews, the first of which is held after a student's initial three month assessment period and thereafter on an annual basis. The school encourages parental visits and any opportunity for liaison and communication is welcomed.

## **CHILD PROTECTION**

### **A description of the schools approach to the monitoring and surveillance**

At Grateley House School, prospective students may visit for the day or stay here overnight. There are several methods used to help keep the student safe. Some of these methods may be used all the time, and some only at night.

The school has CCTV in the grounds and car parks to monitor areas visitors can access during the day to make sure we know who is on the site. There is no CCTV inside the school.

All house bases have a keypad so only the staff and young people can access them. This keeps strangers out and everyone safe. All staff are available to help young people gain access to these doors if need be.

All house bases have motion sensors installed on the doors; these are linked to a handheld device for staff to use so should a student exit a house base at night they are immediately alerted. These will only ever be used at night time. Fencing has been erected around the back of the premises to improve security for the students.

There are waking night staff allocated to each house base during the night. They are on hand to help the students with any issues that may arise during the night. Students are expected to be in their own bedrooms during the night. The night staff regularly rotate around each house base throughout the night to promote wakefulness and to safeguard the welfare of the students.

The fire precautions and emergency procedures are in line with the detailed policy set out in the detailed Health & Safety Policy. These procedures include fire safety training, fire evacuation drill, provision of fire extinguishers, fire notices, regular monitoring of fire doors, appliances & fire alarms. Our young people are regularly involved in both day and night fire drills to ensure they are familiar with the required procedures.

## **LEADERSHIP AND MANAGEMENT**

The name and work address of—

The registered provider; the responsible individual (if one is nominated);

Cambian Asperger Syndrome Services Ltd

Chief Operating Officer – Anne Marie Carrie

4th Floor, Waterfront

Manbre Wharf

Manbre Road

Hammersmith

London W6 9RH

Tel: 0208 735 6150

Email: annemarie.carrie@cambianguroup.com

Anne Marie Carrie is Cambian's Chief Operating Officer with day to day responsibility for all Children's Services operations including Education, Residential Care, CAMHS and Fostering. She is Cambian's lead safeguarding

officer. She chairs the Cambian Executive Board and attends meetings of the Quality and Safeguarding Committee at the invitation of the Chair.

Anne Marie was an independent non-executive director of the Company from 18<sup>th</sup> March 2014 to 4<sup>th</sup> March 2015. Anne Marie has more than 30 years' experience working at the most senior level mainly in the public sector at central and local government level where she specialised in children's social care with a particular focus on children's services (including residential care and children with disabilities and special educational needs). Prior to her appointments with the Company she spent three years as Chief Executive Officer of Barnardo's (the UK's largest children's charity). She was also the Director of Children's Services and Deputy Chief Executive Officer of the Royal Borough of Kensington and Chelsea. She has held senior posts in the office of the Deputy Prime Minister and in various local authorities in the UK. She was a commissioner on the Social Mobility and Child Poverty Commission, as well as a fellow of the Royal Society of Arts and the Institute of Directors. Anne Marie combines many years of experience working in the public sector with a detailed knowledge of children's services.

#### Principal and Single Point of Contact for PREVENT

Name: Mark McQuillan  
Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA  
Tel: 01264 889751  
Email: [Mark.McQuillan@cambiangroup.com](mailto:Mark.McQuillan@cambiangroup.com)

Mark McQuillan has a background in engineering and trained to be a Science teacher. He has over 17 years' experience in special education. He has taught in mainstream schools and in a range of different special needs provisions, including residential schools. He has experience of Senior Management and operational roles with independent providers of care and education. He has previously worked at another Cambian school in the role of Interim Principal. Mark believes in striving to ensure that the whole staff team provide the best opportunities and outcomes for all students.

#### Deputy Head - Head of Care

Name: Rebecca Heath  
Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA  
Tel: 01264 889751  
Email: [Rebecca.Heath@cambiangroup.com](mailto:Rebecca.Heath@cambiangroup.com)

Rebecca Heath is the Deputy Head (Head of Care). Her experience stems from 30 years of working with vulnerable young people. She has a strong background within 'Health & Social Care' and is a trained Social Worker. Rebecca is passionate about 'facilitating' and 'enabling' young people to achieve the very best of outcomes, educationally, emotionally & socially. Rebecca believes in giving our young people the chance to participate in positive experiences that provide 'memories for a life time' and may not ordinarily be available to them. These are the stepping stones to be able to contribute successfully to the community.

#### Registered Care Manager/Acting Head of Care

Name: Eva Pereira  
Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA  
Tel: 01264 889751

Email: Eva.Pereira@cambiangroup.com

Eva Pereira is the Acting Head of Care at Grateley House School and the Registered Care Manager at Stratford Lodge, the sixth form satellite base of Grateley House School. She has over 23 years' experience of working with vulnerable children and young adults. Eva is passionate about enabling and supporting students to be as independent as possible within their lives, ensuring they are given opportunities and experiences that make them step outside their comfort zones and challenges them to holistically further their personal development.

#### Vice Principal – Head of Education

Name: James Lynch

Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA

Tel: 01264 889751

Email: [james.lynch@cambiangroup.com](mailto:james.lynch@cambiangroup.com)

James Lynch is a self-motivated and dynamic S.E.N (Special Educational Needs) Senior Leader with over 17 years' experience in S.E.N. After an initial career in the Parachute Regiment, he qualified with a BA Honours degree and PGCE in Secondary PE. From working in both mainstream secondary and S.E.N settings he has never drifted away from his relentless pursuit to fulfil a lifelong goal of developing life changing education for students with complex social emotional and behavioural difficulties, building positive relationships within a structured learning environment for the most vulnerable of students. He has delivered a learning community that encouraged success, equipped students with the right tools to be positive individuals in society today and created a future of hope while offering cutting edge educational programmes with the vision and leadership required to guarantee the highest quality of education.

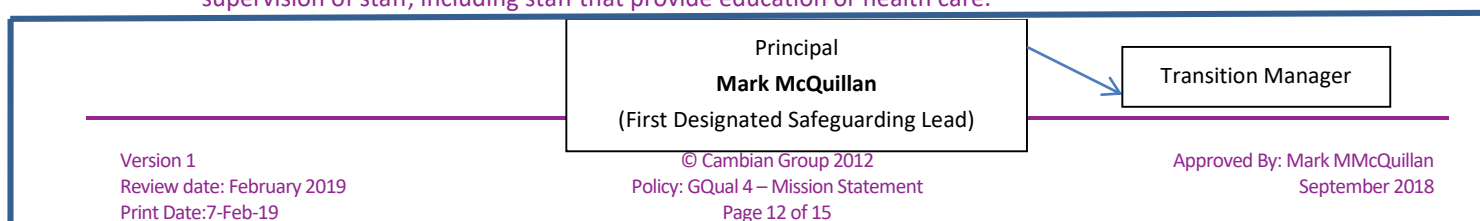
#### Staffing

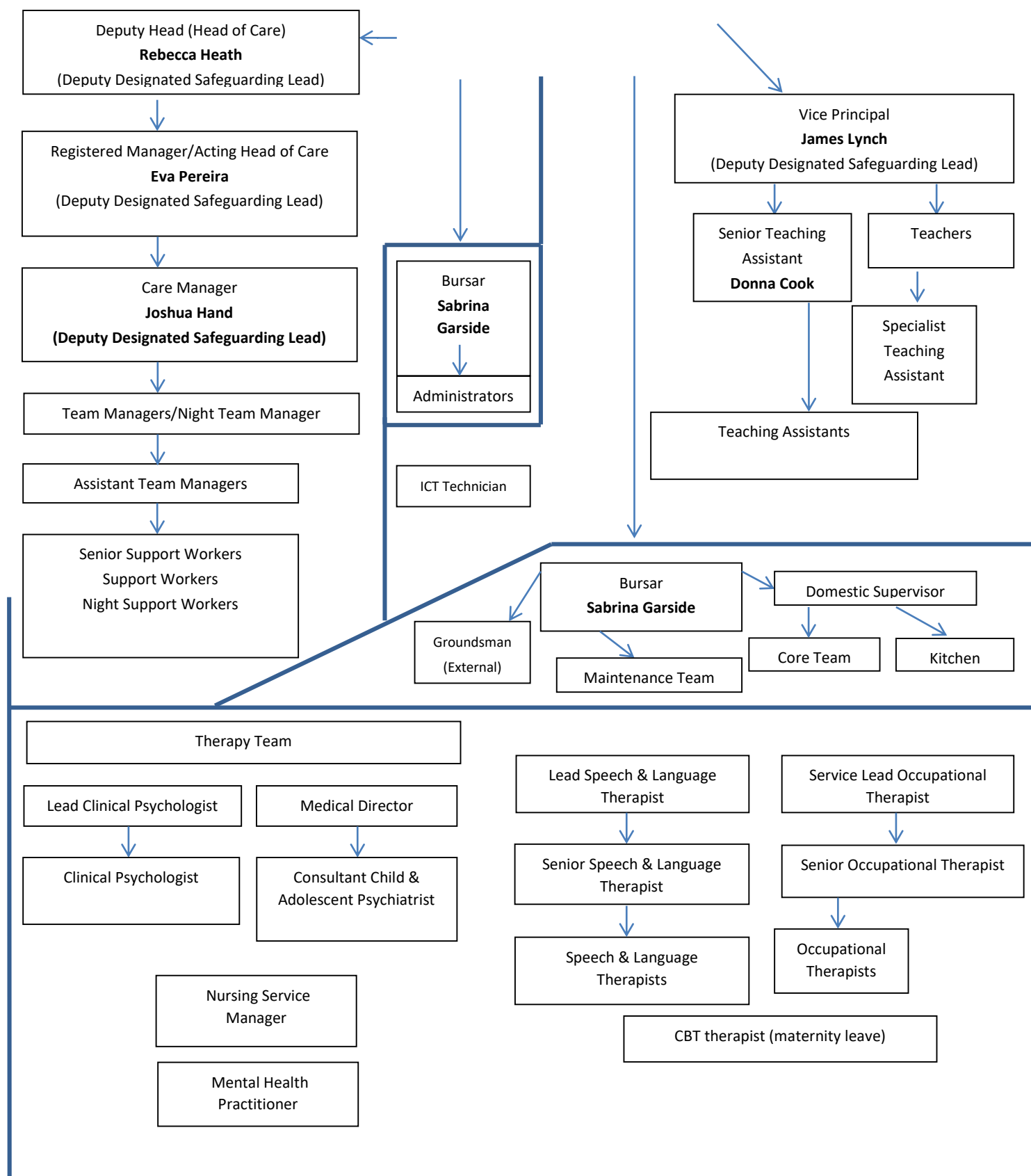
The education team are all degree qualified teachers and lecturers and have additional qualifications in ASD, some also have qualifications to vocational industry standards. The support staff have, or are working towards their RQF Level 3 as a minimum.

All staff undertake regular training to ensure their skills are current and up to date with the latest best practice. There is also a range of specialist support services including a cognitive behavioural therapist, consultant clinical psychologist, speech and language therapist, physiotherapy and occupational therapists.

A detailed list of staff qualifications is available on request.

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





### STAFF SUPERVISION TRAINING AND SUPPORT

All staff receive regular supervision and annual appraisal as per the company policy. There is in-depth induction training and staff also receive regular refresher training as well as job specific training. Training is either face to face or computer based through our online 'Achieve' programme. All care staff undertake the RQF Diploma at Level 3 in Health and Social Care for Children and Young People and this is provided through an in-house service.

The school has a total compliment of over 130 both male and female staff. The Senior Leadership Team consists of the Principal, Vice Principal – Head of Education, Deputy Head – Head of Care. Teachers in the Education Department are supported by a team of full time teaching assistants and as required, support workers from the residential settings. There is a Transition Manager who works with staff across the education and care settings to ensure a smooth transition for any student out of the school and into their future placement. Staff in the residential settings work in teams based within the students' living groups. The Deputy Head – Care and the Care Manager are supported by Team Managers. Each Team Manager is supported by an Assistant Team Manager, Senior Support Workers and Support Workers.

The Therapy Team consists of a Consultant Child and Adolescent Psychiatrist, a Clinical Psychologist, and a Speech and Language, Occupational and CBT Therapist, and a Mental Health Practitioner. The Bursar manages the core team which is inclusive of the Administrative, catering and domestic staff. The Administrative team supports the work undertaken within all parts of the home and school and they provide the first point of contact for those telephoning or visiting the premises. The Maintenance team are managed remotely by Cambian Estates.

### INDUCTION, TRANSITION AND INDIVIDUAL SUPPORT

The majority of students are placed by their local education authority, sometimes funding is also supported by Social Services, Health Care or a private contributor.

Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Commissioning Team or the Principal, Mark McQuillan, 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.

Students are admitted following a thorough assessment by members of the school Referrals Team and there is a detailed admissions policy that can be viewed on the school website.

**Placement enquiries: 0800 138 1184**

Grateley House School is happy to provide any of the above mentioned policies, an organisational 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

[advice.team@childrenscommissioner.gsi.gov.uk](mailto:advice.team@childrenscommissioner.gsi.gov.uk)

Child Protection Services:



NSPCC child protection helpline  
Tel: 0808 800 5000 (adults)

Childline  
Tel: 0800 1111

Advocacy Service:

NYAS – Giving a voice to children, young people and vulnerable adults  
Helpline 0808 808 1001 (Weekdays 9am-8pm, Saturdays 10am-4pm)  
Website: [www.nyas.net](http://www.nyas.net)  
E-Mail: [help@nyas.net](mailto:help@nyas.net)

Independent Person – NMS 20:

Ian Simpson

I work for NYAS and my job is to visit Grateley House School once every month to make sure that the students are happy with the care and support they are receiving and to make sure that the school is working to the National Minimum Standards set for Residential Special Schools by the government. During my visit I will talk to young people, staff, parents, carers and professionals. I then write a report which goes to Ofsted, the Local Authority and to the Principal of the school.

About me:

I left school with a few GCSEs and went into manufacturing; however I developed an interest in helping and caring for children and young people. I went to University got two degrees and other qualifications became a Social Worker and started working in children's homes, becoming a Registered Manager.

In my spare time I like to go caravanning and enjoy the countryside. I have a close family network and we enjoy these trips together. Stanley, my dog, likes taking me for long walks and helps to keep me active.

If you need to contact me, my details are: [ian.simpson@nyas.net](mailto:ian.simpson@nyas.net) or 0808 808 1001.

Document compiled using the following information where appropriate:

*Residential Special Schools – National minimum 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*