

Cambian Group
Cambian Autism Services Ltd

Statement of Purpose
The Forum School

Address: The Forum School, Shillingstone, Blandford Forum, Dorset, DT11 0QS

Tel: 01258 860295

DfE Registration Number:

8356033 Ofsted Registration Number: SC026910



The Forum 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.

The Forum School is registered to support and care for up to 68 young people from 7 to 19 years old, who are experiencing difficulties as a result of a diagnosis of Autism and secondary conditions such as, but not limited to, Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Pathological Demand Avoidance (PDA), Anxiety, Obsessive Compulsive Disorder (OCD), Epilepsy and Diabetes.

Young people have cognitive abilities within the moderate/severe learning disabilities range and all demonstrate difficulties in a range of key areas of development affecting everyday life and have significant support needs. These difficulties may embrace social understanding and communication, flexibility, coordination and sequencing, attention and concentration and repetitive and obsessive behaviours. Most young people also experience global or specific learning difficulties of a severe to moderate nature. There may be additional risks around mental and emotional health, such as self-harm, self-neglect, sexualised behaviours and challenging, aggressive and sometimes will exhibit behaviour in an attempt to control their environment or the people in it.

Young people come into The Forum School when their identified and assessed needs can be met and they are compatible with the needs of the existing young people. All 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.

'To actively enable each and every one of the young people in our care to achieve their personal best, however it is defined by them or for them.'

We believe that young people in our care should have access to a calm, consistent, eclectic approach to meet their very individual needs and address their diagnosis. In order to achieve their full potential, we must have high but realistic and meaningful expectations and an open, honest partnership with parents and all associated professionals.

Communication is the key to all of our work and all staff are asked to respect each young person's individual communication style. Approaches to autism are many and varied. At school and home we are child-centered and believe that by taking an eclectic approach we can provide young people with an individualised programme to suit their own specific needs.

We engage with the wider community and seek to consult and keep parents, authorities and stakeholders fully informed and updated.

We are positive and motivating, offering choices of activities and ensuring they are motivating and fun. We positively encourage and role model to show our young people that new experiences and social situations are not as confusing or frightening as they may first appear to them.

The ultimate goal of the school and home is to support our young people, through specialist approaches, appropriate environments and staff expertise, to ensure they are stable following first arriving, and then enable them to strengthen

their skills. We do this through providing a stable placement, to enable the young person to engage with education, reduce risk with increased awareness and improve their psychological and emotional well-being. The school and home wants to support young people to prepare them to meet the demands of everyday life for a positive transition from the school into adult life. We want them to live as independently as possible, making decisions about their lives and having a degree of autonomy commensurate with their wishes and abilities.

Additionally, we aim to provide a supportive, therapeutically-informed environment and a range of opportunities within which young people can develop self-esteem, self-advocacy, personal dignity, confidence, maturity and enjoy positive relationships leading to an optimum quality of life.

All the work we do is underpinned by a belief that all the children and young people in our care should feel genuine warmth and love. We aim to show love through careful consideration of the things we do and the things we choose not to do whilst supporting and educating the children and young people. Our ultimate aim is that when the children leave our school and reflect on their time with us, they do so positively.

The school has comprehensive assessment systems which measure progress across Education, Care and Therapeutic provisions in a holistic way.

A range of assessments are completed by the team at The Forum School to inform the basis of individualised plans designed to meet specific need. These plans form the basis of the three-way partnership between young person, family/other relevant parties and staff in order to strengthen the skills of the young person. Assessment may include:

- Classroom Monitor – The Forum Assessment Framework - subject specific data
- Database of Comparisons – The Forum School
- Music Therapy – programs devised by therapist on an individual basis
- Psychology – assessment of cognitive, behavioural and mental health needs
- Speech and Language Therapy – assessment of social communication
- Occupational Therapy - assessment of Activities of Daily Living and sensory needs
- Equine Therapy – baseline assessment and then individual programs devised

Assessments are shared with parents and other professionals in a timely manner via termly reports and/or contribution to the Annual Review. The multi-disciplinary team work together to provide baseline assessments as needed upon the young person's admission, and then individual programmes are drawn up and shared across the staff teams as required to support strengthening of skills.

Further support for the young person is provided through:

- Behaviour Support Plan (BSP)
- Individual Risk Assessment (IRA)
- Physical Security and Restrictions Overview
- Compatibility/Impact Risk Assessment
- Personal Learning Plan (PLP)
- Individual Learning Outcomes (ILO)
- Ophthalmic and dental needs are monitored annually with professionals either visiting the school to carry out examinations or young people accessing community facilities
- Medical assessments – overseen by the School Nurse* and managers - medical/well-being needs continually reviewed in consultation with Consultant Paediatrician, GP, Consultant Psychologist and Consultant Psychiatrist
- Ophthalmic Needs are monitored and provided by the local community Optician – frequency is determined by the Optician on an individual basis

- Dental Needs are monitored and provided by the hospital dentistry unit. This service is either provided by the professional visiting the school to carry out examinations or the young people access the community hospital as necessary – frequency is determined by the Dentist on an individual basis

**Please note that a new School Nurse has just commenced employment, therefore this area is currently being supported by a Care Manager, alongside the new School Nurse.*

Supervision of the young people is of paramount importance and our staffing ratios ensure that the young people are supervised as per their risk assessment. Risk assessments have been written for all activities and each young person has any risks identified). There is a Compatibility/Impact Risk Assessment as well as a 'Physical Securities and Restrictions Overview' for each young person. There may also be other young person specific risk assessments related to individual circumstances. An annual review of the Poisonous Plant Risk Assessment takes place. Health and Safety Risk Assessment review (HSRA), Fire Risk Assessment (FRA) of the site is also completed annually.

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

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

The school and home is set in extensive grounds - educational and leisure facilities include the classrooms, occupational therapy room, a science/design & technology room, an ICT suite, a theatre, gymnasium, interactive sports wall, climbing wall, bouncy castle, trampolines, play equipment, sensory room, quiet/relaxation room within some of the homes, indoor swimming pool, horse riding, stables, sensory garden and walks in the grounds and local countryside. Some time ago, the school and home benefitted from the development of a new playground and has plans in place for further developments.

Safety of our young people is of paramount importance and is maintained in a variety of ways balancing this against working to ensure that environments are homely and welcoming. Fencing across the site has been reviewed with many changes over time having been made. Any physical restriction that occurs, including locks and keypads is carefully considered with the balance of independence, safety and risk at the forefront of any decision. The school and home always wish to reduce any restrictions including keypads, however always balance this against the safety and risk for our young people, so this is kept under constant review.

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 a planned pre-admission meeting. At this time, matters relating to personal preferences or additional adaptations can be highlighted, discussed and planned and any choices made in relation to the young person's belongings and décor of their bedroom.

For existing young people this will continue to be ongoing and taken into consideration as part of any planned internal transition. Examples of adaptations may include privacy screens, sensory resources, any other necessary restrictions; all of which are discussed, risk assessed, agreed, documented and regularly reviewed. The home works with relevant others in relation to the Deprivation of Liberties (DoLS) for any young person.

b. The age range, number and sex of children for whom it is intended that accommodation is to be provided; and

The Forum School can accommodate up to 68 young people of both genders, between the ages of 7 and 19 years old. Young people may continue to reside with us beyond 18 if:

- this reflects the requirements of a young people' 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 The Forum School is registered for in line with the "wholly or mainly" requirement.

c. The type of accommodation, including sleeping accommodation.

The living accommodation is arranged across 11 individual homes with either 4, 6, 8 or 10 bedrooms, each with its own dedicated staff team. Two of these homes are off-site in the nearby town of Blandford Forum. As we live in a rural setting, the homes are named with reference to the countryside – Okeford, Treetops, Den, Drey, Willows, Laurels, Waters End, The Cottage and Hambledon. Stour View and Milldown View are our homes in Blandford Forum where we support young people to live in the community and develop even more independent living skills. Our accommodation availability ranges from 38 week to 52 week and the different homes offer different types of accommodation. Homes are chosen for young people according to their individual needs and in relation to compatibility with the other young people living in the home.

Treetops – is a 4 bed flat situated on the first floor in the main building. This home has a designated garden area.

The Cottage – is a 52 week 10 bed home consisting of six bedrooms upstairs, along with a lounge and kitchen and 4 bedrooms downstairs with a lounge and a kitchen. Young people have access to their own garden area via downstairs. This home is separate to the main building but on the main school site.

Willows – is a 4 bed home consisting of a living area on the ground floor with 2 bedrooms on the ground floor and 2 on the first floor. Young people have access to their own garden. This home is separate to the main building but on the main school site.

Hambledon – is a 6 bed home with a ground floor living area and beds on the first floor. Young people have access to their own garden area. This home is separate to the main building but on the main school site.

The Laurels – is a 6 bed home with a living area and 2 bedrooms on the ground floor and 4 bedrooms on the first floor. Young people have access to their own garden area. This home is a separate home to the main building but on the main school site.

Waters End – is a 8 bed home consisting of 4 bedrooms upstairs, along with a lounge and kitchen and 4 bedrooms downstairs with a lounge and a kitchen. Young people have access to their own garden area via downstairs. This home is separate to the main building but on the main school site. *The upper floor of this home is currently unoccupied.*

Stour View – is a 4 bed community home situated close to the centre of Blandford where young people have their own communal living areas and access to a private garden. This home is next door to Milldown View.

Milldown View – is a 4 bed community home situated close to the centre of Blandford where young people have their own communal living areas and access to a private garden. This home is next door to Stour View.

The Den – is a 6 bed flat situated on the first floor in the main building. This home has a designated garden area. *This home is currently unoccupied.*

Okeford – *At this current time, March 2019, a decision has been made that this home will not be operational until extensive refurbishments have been made. This will be reviewed in September 2019.*

This is a 6 bed home consisting of a living area downstairs and all bedrooms on the first floor. Young people have access to their own garden area. This home is part of the main building.

The Drey – *At this current time, March 2019, a decision has been made that this home will not be operational until extensive refurbishments have been made. This will be reviewed in September 2019.*

This is an 8 bed flat situated on the second floor of the main building.

Every effort is made to create a happy, family atmosphere in each home. Each home has a shared kitchen/dining room and lounge, with a mixture of shared bathrooms and ensuite bathrooms.

Every young person has his or her own room and rooms may have either a vanity unit or an en-suite bathroom (unless

there is a particular request/need for this not be the case). Accommodation will be adapted to suit the needs of a young person where practically possible: some young people may, through sensory sensitivity, require a low stimulus environment and they will be supported with this.

Young people and their families are encouraged to personalise rooms with toys, books, photographs and items from home. There are several safe outside play areas which are available to each home and include swings and play equipment. Young people have adequate storage space for personal belongings and the right to privacy in their own bedrooms. Any young person who wishes to and is able to manage this, can have a lock on their bedroom door as well as being able to have lockable storage in their rooms.

4. A description of the location of the home.

The Forum School is situated in the village of Shillingstone in Dorset. It is about 5 miles north-west of Blandford Forum which is the nearest town. The school occupies a 28 acre site which includes formal garden areas, a sports field, paddocks, a horticultural young person enterprise, an outdoor riding arena, an indoor swimming pool, a cycle track, a sensory garden and a curriculum trail that winds around various curriculum-specific areas.

Links and contacts with the local community are an essential part of the daily life of our young people. Young people access local leisure facilities and shops in the surrounding area including – swimming pool, library, parks, cinemas, restaurants and supermarkets.

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.

We recognise and respect our individuals' religious beliefs, customs, rituals, religions, cultures and linguistic needs and will fully support their needs, wishes and preferences. Initial information for each young person is gleaned from them, their parents and other stakeholders at the pre-admission meeting. 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. An individual record of this is held in the young person's file.

The school and home believes that young people should have the opportunity to maintain, observe and celebrate their religious and cultural identity. The home acknowledges different religious beliefs, cultures and traditions. Staff will encourage young people in their religious and cultural needs, for example, by taking a young person to a place of worship, by supporting the young person to participate in daily prayers, by supporting young people to light candles if this relates to their beliefs, by supporting participation in their religious celebrations and/or where appropriate by ensuring dietary requirements are supported.

Spiritual, Moral, Social and Cultural Education (SMSC): The philosophy and ethos of the school holds SMSC education in high regard and we believe it is essential in order to achieve the aims we set for our young people. All staff share responsibility in ensuring that opportunities are provided to give the young people positive learning experiences as part of their spiritual, moral, social and cultural development throughout the whole curriculum.

Young People with Autistic Spectrum Disorders (ASDs) have difficulty with their concept of self and are likely to find some of the more abstract ideas of spiritual, moral, social and cultural education problematic. The curriculum concentrates on the understanding of self, making sense of the world, their environment and their place in it through real life experiences.

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. Although many of our young people may be non-verbal, we support their communication, interaction and understanding by providing visual support across the waking day. Some young people have additional communication aids provided via an electronic

device. In the situation where a young person's first language is not English, we would consider the appropriateness of providing communication symbols displaying both languages; this would be dependent on the individual needs for this.

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

The home operates a complaints policy and procedure in accordance with the details set out in the Cambian Group Complaints Policy; this is available on the school network and website. Complaints are brought to the Principal or Registered Manager who maintain a record including all correspondence and resolution. This record is reviewed by the Principal/Registered Manager/Responsible Individual and the Independent Person as part of the Regulation 44 visit.

All staff are trained in this policy and associated procedures, copies are available to young people (in an appropriate format), parents, authorities and staff on request. 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 The Forum School or any of its homes, please contact the Principal, Greg Regan (Interim Principal) and/or the Registered Manager, Kerry Byron at:

The Forum School
Shillingstone,
Blandford Forum,
Dorset,
DT11 0QS

Tel: 01258 860295

Email: greg.regan@cambianguroup.com or kerry.byron@cambianguroup.com

If your complaint is regarding the Registered Manager then please contact Greg Regan, Interim Principal, at the above address or Email: greg.regan@cambianguroup.com

If your complaint is regarding the Principal then please contact the Responsible Individual, Lidia Lechocki on 07720496598 or Email: Lidia.lechocki@cambianguroup.com

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

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 behaviour management policy.

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 of Safeguarding Children and Young People and Child Protection, both of which is fully enhanced for new staff during their Induction period and updated regularly thereafter.

The Safeguarding and Behaviour Management policies and procedures are available upon request, in a variety of

formats; all staff have access to them. As and when a review is undertaken of these policies and alterations made, these are also sent to Ofsted.

The Home's Designated Safeguarding Lead is Kerry Byron, who is also the Registered Manager. There are other Senior Managers (4-6) who are also Deputy Designated Safeguarding Persons.

Although all the work we do is underpinned by a belief that all the children and young people in our care should feel genuine warmth and love, we also recognise that children and young people must be safeguarded and that there is a balance between showing love and ensuring our children and young people are safe. Staff receive guidance and support in ensuring that this 'balance' is maintained.

VIEWS, 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 in developing a 'voice' thus enabling them 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. Once this is in place either through objects of reference, photographs, symbols, speech and/or electronic devices young people are supported to strengthen their communication skills to participate in decision making to the best of their abilities.

Opportunities to make choices and share views are formally provided fortnightly through the young people's home meetings however opportunities for sharing are also encouraged at other times. Each young person has a key worker who ensures that there is a member of staff with whom they have a trusting relationship who will advocate on their behalf. Where possible, co-keyworkers are also allocated to support in the absence of the key worker. Young people are consulted on a regular basis about the care they receive. Young people who are able to provide their views and share their preferences are encouraged to do so in relation to areas such as activities, food etc. as they arise or within regular contact with staff or their key worker. Those young people who are unable to provide their views and share preferences are supported through staff interpreting their communicative behaviour in order to ensure that all young people's 'voices' are heard however that is defined by them.

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

Young people's opinions are additionally sought via questionnaires, use of talking mats and through incident debriefs.

Each young person is provided with a 'Children's Guide' which gives details of how they can make a complaint. Keyworkers and staff listen to young people's views via observations of non-verbal indicators and advocate on their behalf in relation to these.

The home has also has the benefit of 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 The Forum School. Our current independent advocate is Lynnette Faith. Visits will usually consist of one four hour visit a month. Prior to this visit, young people are informed of the visit and a questionnaire provided; young people are supported in being able to request to see the advocate. If further services are identified as required in addition to this, these can 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".

In addition, there may be a need for the home to approach a local advocacy service too, however these referrals will be

discussed with relevant others eg social worker, parents prior to doing so.

9. A description of the home's 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 children 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 Cambian Group follow the company's 'code of conduct' and 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
- work with people who respect their method of communication, and support them to strengthen their communication skills
- 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
- safe, attractive and comfortable living accommodation with privacy
- adequate food, clothing, space and other necessities of life
- the equipment, assistance and support services needed to enable them to live with dignity
- the degree of freedom of movement which is consistent with their health, safety and well-being
- 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 threaten 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
- financial support sufficient to maintain their quality of life
- have links with home and family promoted and maintained
- positive recognition of cultural and religious diversity

In light of our strongly held belief in these rights of the children and young people in our care, we undertake the duty to promote them through the provisions we make for them.

We have a proactive approach in ensuring that there is no discrimination against children with a disability and prospective children in the provision of education and associated services and in respect of admissions and exclusions. Improving access to education and educational achievement by disabled children is essential to the Proprietor's policy of ensuring equality of opportunity, full participation in society and the economy.

We are committed to Disability Equality and understand the need to 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.

We are committed to treating its young people fairly. According to the Equality Act 2010, we must take reasonable 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 and home to comply with the Disability Discrimination Act 2006 and the Equality Act 2010.

The Equality Act 2010 requires that building owners and/or occupiers (service providers) do not discriminate against disabled people when providing goods, facilities, services and premises. This means that where facilities and services are provided for people who are not disabled, then similar facilities and services should be provided for disabled people. Service providers are also required to take reasonable steps to:

- Change any practice, policy or procedure which prevents disabled people from using a service.
- Make reasonable adjustments to remove physical barriers which prevent disabled people using a service.

EDUCATION:

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

The vast majority of young people at The Forum School have a diagnosis of Autism and moderate to severe learning difficulties and complex needs. All have a Statement of Special Educational Needs or an Education Health and Care Plan. As an autism-specific school, The Forum School is able to focus on meeting the special needs of its young people in the most effective and consistent way to support their learning.

- The environment is specially adapted to meet young people's needs – it is highly structured, calm, low-arousal and safe, providing opportunities to learn, exercise, interact and relax onsite.
- The Forum School's commitment to autism expertise means that staff are trained and experienced in using a range of methodologies and strategies to support each individual's needs and development in all settings throughout the waking day.
- There is a large onsite multi-disciplinary team providing therapeutic and health support throughout 52 weeks including Occupational therapy, Speech and Language therapy, Psychology and a Nurse able to provide support throughout the school day.
- Our provision focusses on meeting the special educational needs of the Forum School aims to provide a broad and balanced range of learning experiences across the young people with an emphasis on creating meaningful and functional learning opportunities which build on each individual's strengths and interests to provide a person-centred approach.
- By having learning objectives which are consistent across education and residential settings young people are able to learn throughout the waking day. Pupil Learning, Pupil Progress and Pupil Outcomes are reviewed regularly by specialist, experienced staff across education, residential, night, therapeutic and multi-disciplinary teams.

Each individual has a Personal Learning Plan (PLP) which is linked to their statement of special education needs and/or

EHCP and is drawn up with staff across care, education and therapeutic settings to encourage consistency and enable strengthening of skills. PLPs are regularly reviewed by staff on an ongoing basis, with a formal review with all parties every term. Targets are shared with others as relevant and more in depth reflection of these provided during the annual review. Individual Learning Objectives, which are additional objectives to the PLP, are also set in both the care and education settings.

Our clinical team works alongside and in partnership with the whole staff teams of care and education, providing training and support to ensure that the whole school environment is effective in meeting the therapeutic needs of the individuals. We aim to address areas of need and objectives from the individual's statements of SEN or EHC Plan however any judgements made in relation to this will have a clear rationale from the clinician's observations and/or assessment as to any differences in the levels of input.

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.**

The Forum School aims to provide a broad and balanced range of learning experiences across the The Forum School Curriculum and to give young people skills and knowledge that will enable them to lead as full and independent a life as possible.

Young people have access to the National Curriculum, through an adapted scheme of work. Objectives are taken from different schemes and teaching activities will be adapted to suit the individual learning styles of young people with Autism.

The curriculum also addresses the characteristic additional needs of young people with Autism. Therefore significant emphasis is placed upon communication, independent life, literacy and numeracy skills, vocational and learning skills.

Teaching within The Forum School is tailored to meet the needs of each individual pupil. Learning takes place in a safe and functional environment that is consistent and predictable. Teaching is highly structured. The Forum School Curriculum ensures continuity between learning that takes place in class in the daytime and in the residential home in the evening and weekends. Regular planning meetings ensure both teachers and residential staff are working towards the same objectives.

Young people throughout The Forum School work through ASDAN accreditation with a focused emphasis on appropriate Outcome Pathways.

The Education, Care and Therapy Departments work closely together and are supported by the multi-disciplinary teams. There is an experienced leadership team led by the Principal, Head of Education and the Care Services Manager. Each class is led by a Teacher supported by Teaching Assistants.

Young people have the opportunity for an individual music therapy program. These are in place to support the emotional development of students. Following referral, welcomed from teachers, parents or therapists, an assessment takes place which concludes with a written report that outlines recommendations. The music therapist works closely with the education team and therapists. Once sessions commence, they occur weekly for a minimum of one term. Reports are written for annual reviews and at the conclusion of therapy; these are made available to all those involved in the care and education of the student.

The academic curriculum and the waking day curriculum provide young people with a program of learning which is individualised to meet each young person's needs and build on their strengths and interests. To support young people's social skills development as well as enriching the curriculum and facilitating integration into society we seek to provide opportunities to learn, play, create and socially interact with peers within The Forum School, staff and also the wider

community.

The Education Department has access to:

- Four multi-purpose classrooms, a computer suite, a quiet room, a kitchen, toilets and 2 offices in Meadow Block.
- Four multi-purpose twin room classrooms, toilets and a shower room in Brock Block.
- Two Base Rooms, each with a kitchen, toilet and quiet room in the Post 16 'College'. There is also a reception area and staff resource area.
- The Science Lab/Maths Room and Art and Design Technology Workshop are situated in a 4th Block.
- There is a dedicated, well equipped music room situated away from other teaching areas
- An additional building which houses a Living Skills room with 4 fully equipped kitchens and a dining area and a functional Café and small shop.
- A sensory room
- An OT room
- A purpose built theatre
- A full size sports hall
- An indoor heated swimming pool
- Three well sized outside playgrounds with a variety of permanent equipment.
- An equestrian centre onsite with indoor and outdoor facilities
- A Horticulture Centre
- Outdoor sports field
- Outdoor curriculum trail and outdoor classroom environment (20+ acres)

There is also a comprehensive library accessible to the whole school.

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.

We seek to offer all our young people a full range of suitable activities within our school and where possible, in the community. We consider age-respectfulness in both the resources used and the activities themselves. Activities are 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, horse riding, sports and games, art and craft, computers, food technology, swimming, walking, bus visits to local parks and places of interest.

Overall responsibility for activities and their risk assessments within the homes and school is held by the individual home's manager with the oversight of the Senior Management Team, Registered Manager and Principal. This will include areas such as supporting staff with the implementation of activities and developing their practice and skills, linking activities to

young people's likes, dislikes and aspirations, researching and making links in the community, supporting young people to access clubs in the community, development of after school clubs, organising of residential trips and special events.

Special events and celebrations across the year include the following:

- Chinese New Year
- Burns' Night
- Diwali
- Easter
- St Patrick's Day
- St David's Day
- May Day
- Harvest
- Hanukah
- Christmas

and many others.

In addition, a focus on National and International events as and when these occur including:

- The World Cup
- Wimbledon
- The Olympics
- Royal Weddings

Additionally we will take part in charity events as relevant as a school including:

- Sport Relief
- Comic Relief
- Children In Need
- MacMillan Coffee Mornings

Wherever possible, during the year, we endeavour to enable most young people to access a residential adventure experience, enjoying activities such as canoeing, abseiling, camping and archery. Parents or carers meet the young person's cost although there is also a subsidy from school due to the high staffing ratios required for this type of activity. Young people and staff look forward to this annual event, although everyone does return exhausted after the experience!

The school is well-resourced as far as access to sporting activities. See Page 4, Paragraph 3a, paragraph 1.

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; AND (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.

The therapy team is supported by a Specialist Occupational Therapist and in addition an Occupational Therapy Assistant, a Highly Specialist Speech and Language Therapist and in addition a Speech and Language Therapy Assistant, a Clinical Psychologist, an Assistant Psychologist, a Psychiatrist and a Specialist Riding Instructor. The Assistant Team are supervised by the appropriate on-site clinician and the other therapists are provided with clinical supervision from a senior therapist in the group. All clinicians receive regular, appropriate clinical supervision according to their role.

Our multi-disciplinary team work together to ensure that all areas of need from the young people's 'Statement of Special Education' or 'Education Health and Care Plans' (EHCP plans) are fully supported, or there is a clear rationale from the clinician's observations and/or assessment as to why the offered level of input differs. All therapist qualifications can be accessed with other staff, under section 19. Live information is accessible from the schools 'Single Central Register'.

The Speech and Language Therapy team oversee the essential area of communication, although all staff undergo training in order to understand our young people's difficulties, ensuring a whole school approach.

The Occupational Therapy Team assess, monitor, train staff and model supportive programmes and strategies in order to support young people to strengthen their skills in areas of productivity, self-care and leisure. .

The Psychology Team who works with the young people and staff to ensure that all individuals have access to appropriate strategies, environments and therapeutic input to maintain a level of good mental health and emotional well-being.

Horse riding provides the young people with alternative therapeutic experiences.

This multi-disciplinary team works closely together to provide a joined up approach to every young person. They advise on strategies and therapeutic approaches in order to stabilise a young person on arrival at The Forum School, strengthen their skills once stable, and support them in the transitioning phase to their future placements.

Healthcare and Medical Information

The general, daily health needs of each individual are managed and monitored by a School Nurse, with Nursing Assistant support. All young people are registered with the local GP who holds a surgery in school on a weekly basis. Other services provided at the school by Cambian staff include:

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

These services are immediately accessible and form part of the daily, waking-day provision. Many young people are supported via a graded exposure programme to aid them to access the above detailed services if they are unable to or find this difficult.

Each young person has a health care plan that is incorporated into their placement plan. These are currently being moved to separate plans. All young people have regular dental checks and eye tests (dependent on age and requirements from Dentist/Optician) and access to other clinical services including a dietician and physiotherapist is available as required.

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. The School Nurse deals with all medical matters and oversees the arrangement of regular dental and optician's appointments and medicals. Parents are invited to attend these if they so wish. The school follows very strict guidelines on the administration of medication and staff are trained to ensure these are adhered to. Medication is given by trained staff. storage and security is overseen by the Nurse.

Each young person has a series of tailor-made programmes to meet their individual needs where appropriate including – a Personal Learning Plan (PLP), a Sensory Diet, a Behaviour Support Plan and a Communication Program. Other

programs may be devised on a needs-led basis. These are delivered through the waking-day curriculum.

We have been accredited as a Healthy School. Menus have been vetted by a dietician and the meals have been reviewed by the Leadership Team. The main meal is in the evening providing variety and balance and a lighter lunchtime meal is provided. Dietary intake and bowel charts are used to record daily events for some young people where necessary. Many of our young people have restricted diets. These are overseen by the School Nurse supported by a dietician as relevant.

All young people have individual assessments of risk (IRA) and a Behaviour Support Plan (BSP) with input from the young people (where relevant), parents, staff and clinicians. These documents are constantly under review.

Staff encourage and support individuals to maintain good personal hygiene at all times. They are encouraged to bathe daily and individuals have access to a range of toiletries to meet their needs. Staff support individuals with personal care as appropriate and toileting programs are developed by the Occupational Therapist and Nurse to support individuals to gain greater independence.

Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the young person has engaged/responded will be shared via annual review and termly reports.

Individualised plans are designed to meet specific needs, and these plans form the basis of the three-way partnership between the Young Person, family and staff. See details on Page 3 within Section 2, paragraph 4.

Our multi-disciplinary team work together to provide baseline assessments of need on young person admission and then individual programmes are drawn up and shared across the staff teams as required. 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 attached professionals including the young person's social worker.

All of the following data demonstrating progress is available on the school's network and some is published on the school website. Outcomes measures include:

- Annual Progress data including end of key stage attainment
- Annual Review Reports
- Behaviour Reporting
- Young person destination data
- PLPs

POSITIVE RELATIONSHIPS:

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

It is important for young people to have regular contact with their families, friends and people who are significant to them. They are helped to make a weekly telephone call home, to hear the voices of their parents and siblings. We also make use of Skype to provide a visual link to home. Weekly reports from care and school are sent to parents to keep them fully involved in their child's education and life at The Forum School. These reports include photographs of the young person participating in various activities across the week and keep families up to date with news and enable them feel involved and to refer to events during their telephone or Skype contact.

Families are welcome to visit whenever they are able to and The Forum School will always support and facilitate contact. Families and friends are encouraged to send postcards and letters and may phone or email at any time. All young people

are encouraged to send regular letters and cards to parents, often in symbol and picture form; families are invited to share key events such as carol service, sports day and birthday parties.

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

- a key worker for each young person
- regular reports from education and care to each set of parents
- regular telephone call/s from the young person
- web/skype links
- termly newsletter
- termly therapy reports from each discipline as appropriate
- annual reports and an opportunity to provide parental views
- LAC (Looked After) Reviews
- Personal Learning Plan - reviewed termly
- Behaviour Support Strategies
- social occasions when family members are welcome – e.g. Christmas Carol Service, Sports Day etc
- open door policy
- access to staff by telephone and e-mail
- literature
- a parent liaison person - contact numbers available at The Forum School

Families who have a child with autism have invariably found life very difficult and have made every effort to meet the needs of their child. We wish to support young people and their families through their journey in being with us for 38 - 52 weeks of the year. We believe that an open, honest partnership with parents is essential for a successful placement.

PROTECTION OF CHILDREN:

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

There is no CCTV currently in operation in The Forum School.

Access to the school is via a card/coded entry security gate.

To ensure the safety of our young people with epilepsy or other health needs, we use listening devices to ensure the waking night staff can hear if a seizure or medical need is taking place. These devices are used only with parental consent and documented.

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 (September 2018)' 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, focusing on priorities and being clear about their individual responsibilities", we have sought to clarify for the team at The Forum School 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, in relation to a child, 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.

Staff within the home, receive training in this area and are taught that any restraint must always be 'necessary and proportionate' and always as a last resort.

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 and restraint and chemical restraint.

Our young people include those who often experience high anxiety and find communication difficult. This can lead to some individuals exhibiting extreme behaviours, which are often physically challenging. We have a strong ethos of positive and proactive intervention and a detailed policy on the use of physical management. Punishment is not considered appropriate and any sanctions that threaten the dignity of an individual are neither used nor permitted. Understanding ASD and how young people view the world is fundamental; providing consistency across settings and between staff is a significant part of our work. As many difficulties are associated with communication, understanding the functions of our young peoples' behaviour is essential when supporting young people to strengthen their functional communication skills in order to replace behaviours which challenge.

All staff have training in promoting a positive approach for our young people: they are trained in pro-active strategies as well as reactive, as a last resort, to support individuals. We have adopted the Crisis Prevention Institute's (CPI) approach to behaviour - Managing Actual and Potential Aggression (MAPA). MAPA is also recognised and accredited by British Institute of Learning Disability (BILD). This training is regularly updated. See Page 18, Section 17b, paragraph 1 for more details.

Through the provision of a secure and predictable environment, in which all staff follow a consistent approach to behaviour management, individuals are encouraged to develop strategies for self-management and coping with change. Through positive intervention all individuals have the opportunity to demonstrate and celebrate achievement and develop enhanced self-esteem.

All young people have an individual risk assessment (IRA) and a positive Behaviour Support Plan (BSP). The Senior Behaviour Support Co-Ordinator (SBSC) has complete overview of behaviour and its management and the compilation and review of BSPs and IRAs with the support of key staff - teacher and keyworker.

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:

- Triggers and function of behavior
- Detailed information of a young person's presenting behaviours
- Preferred de-escalation strategies
- Physical intervention when de-escalation techniques have been unsuccessful
- Preferred post-crisis approaches to support and nurture

A BSP is an integral part of an 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 significant others may request a copy of the Behaviour Support Policy.

All incidents and any physical restraints involving young people are recorded and reported to the Senior Management who review these and work closely with the psychology team. They are discussed and reviewed by senior managers and the BSP and IRA are updated accordingly. All details are kept on the tracking document 'the Physical Intervention and Restraint Log' and analysis takes place monthly to support young people, whole school learning, staff understanding and development. In addition, monitoring of the physical interventions is completed through Cambian's KPIs which are submitted weekly to Head Office.

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

The school has adopted MAPA (Management of Actual and Potential Aggression), as the positive behaviour support tool. 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 physical interventions that aim to minimize risk without damaging the professional and supportive relationships between individuals.

All relevant staff have undergone MAPA training at the appropriate 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.

External trainers from the Crisis Prevention Institute have delivered training and assessed all staff undergoing training. The Forum School have two instructors on the school team, one of whom is the Registered Manager. Having trainers as part of the team onsite enables staff to access targeted advice regarding incidents as they occur, or are reflected upon. Annual refresher training including written and practical assessments, is given to all MAPA practitioners. Staff are assessed by qualified instructors as to their competence in delivering MAPA supported responses and interventions. 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;

Cambian Autism Services Ltd

4th Floor,
Waterfront
Manbre Wharf
Manbre Road
Hammersmith
W6 9RH
Tel: 0208 735 6150

b. The responsible individual:

Mrs Lidia Lechocki
Head of Continuous Improvement – Care
4th Floor,
Waterfront
Manbre Wharf
Manbre Road
Hammersmith
W6 9RH
Tel Mob: 07720496598

c. The registered manager:

Mrs Kerry Byron
C/O The Forum School
Shillingstone
Blandford Forum
Dorset
DT11 0QS

Tel: 01258 860295

The School's Development Plan and the Home's Quality Improvement Plan (QIP) outlines development needs and ongoing progress of these. On a termly basis, the governing body consisting of the Chair of Governors, Safeguarding Governor and representatives from departments including Estates, HR, Clinical and the School/Home meets to review progress and any shortfalls are identified. Further development areas are reviewed and agreed.

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

We endeavour to ensure that all staff allocated to young people are adequately experienced, trained and supported to deliver informed, quality care. Staff are expected to be qualified to RQF Level 3 or its equivalent: opportunity for enrollment on this aims to take place at the end of the probation period subject to Registered Managers discretion and assessor capacity with a view to completion of this with the designated timeframe.

We ensure that all new staff complete a full induction programme and 'shadow' more experienced staff. 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 staffs that provide education or health care.

Dedicated staff teams work within each of the homes. A Home Manager (HM) will oversee the management of between one/two homes, depending on the number of young people and experience of the Home Manager. The Home Manager leads a team consisting of DHMs (Deputy Home Managers), SSWs (Senior Support Workers) and SWs (Support Workers). The number of staff allocated will depend on the size of the home and the needs of the young people. Home Managers and Deputy Home Managers provide supervision for their staff teams

Home Managers report to, and are supervised by, a Care Managers who in turn report to the Registered Manager. The Senior Management team for the school consists of the Registered Manager, the Care Managers, the Principal, the Deputy Principal, the Assistant Head, the Senior Behaviour Support Co-Ordinator and the Business Manager; the senior management team (apart from the Business Manager) provide on call, out of hours cover for the school and homes on a rota basis.

Additional staff includes the therapy team consisting of a Consultant Psychiatrist, a Clinical Psychologist and Assistant Psychologist Speech and Language Therapist and SLTA, Occupational Therapist and OTA, and a Nurse. The Bursar manages the core team which is inclusive of the Catering and Domestic staff. The Site Premises Manager oversees the Maintenance Operatives. The Administrative team supports the work undertaken within all parts of the school and they provide the first point of contact for those telephoning or visiting the school.

See 'Organisational Structure' held within the school for further details.

The arrangements for supervision, training and development are as follows:

All employees have a job description that clearly defines what is expected of them. There is a supervision and appraisal process in place for all job roles. Supervision is a key process in enabling the organization to deliver its core mission of improving outcomes for its client group and supporting relationship-based practice. Effective supervision supports all staff to reflect and critically analyse their practice as well as manager the emotional impact of their work. When done well, it benefits the individual member of staff, the organization and indirectly, as part of an intervention, those who use the services.

The supervision sessions are arranged on a regular basis as per the Supervision Policy (GHR 15); for care staff, there is a minimum of nine sessions per year with the final one becoming an annual appraisal; however there should be no less than one session every six weeks with time allocated for this purpose. 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 (working weeks) probationary period 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. Supervisions of new staff on probation are provided fortnightly with one session being a full 1-1 session where the other can take the form of induction or single subject supervision.

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.

The Registered Manager/Principal monitors that all employees participate in supervision and appraisal or performance management as described in the policy. The Registered Manager oversees the home's supervision and appraisal log.

Development Days are provided for all care staff on a monthly basis, totaling 10 a year; this gives opportunity for full team meetings and reflection and relevant training sessions are provided which include mandatory or refresher training, as well as training provided by external speakers/trainers.

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.

Staff are carefully blended in teams across the various homes. This enables an appropriate mix of staff genders and ages across all settings. All staff are trained and supported to act as positive role models.

CARE PLANNING:

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

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 but not limited to, OCD, Epilepsy, PDA, ADHD, Dyspraxia.

Young people are accepted to The Forum 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).

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 home has a range of placements from 38 week term time boarding up to 52 week boarding. Within the education department there are places for day young people.

We do not accept emergency admissions.

Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Admissions Team 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.

Admissions line: 0800 288 9779

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

Further Information

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

Child Protection Services:

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

Childline
Tel: 0800 1111

Independent Visitor/Listener:

Name: Nikki Whistler
Tel: NYAS National Advocacy Helpline 0808 808 1001.
Email: Nikki.whistler@nyas.net

Document compiled using the following information where appropriate:

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