

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 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 – following assessment, 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 programs 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

Supervision of the young people is of paramount importance. Risk assessments have been written for all activities and each young person has any risks identified in their Individual Risk Assessment (IRA). 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, cycle path playground, sensory garden and walks in the grounds and local countryside.

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 and underpinned in a number of situations by the Mental Capacity Act's least restrictive practice principles.

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 person's Education Health and Care Plan (EHCP)
- 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 within a 12 month period 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 at The Forum School 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, 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.

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 an 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 – *At this current time, October 2019, a decision has been made that this home will not be operational until extensive refurbishments have been made. This will be reviewed in April 2020.*

This is a 6 bed flat situated on the first floor in the main building.

Okeford – *At this current time, October 2019, a decision has been made that this home will not be operational until extensive refurbishments have been made. This will be reviewed in April 2020.*

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, October 2019, a decision has been made that this home will not be operational until extensive refurbishments have been made. This will be reviewed in April 2020.*

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 en-suite 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.

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.

Many of our young people have communication difficulties; they are supported with these difficulties using visual supports which may include symbols, pictures, an electronic device, drawn pictures or written information. 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.

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 these lessons.

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 Forum School 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 ensure that all complaints are recorded in the school/homes complaint log. This record includes all correspondence and resolution. The Forum School seeks to gain the views of the complainant once a complaint is finalised. This record is reviewed by the Principal/Registered Manager/Responsible Individual and the Independent Person as part of the Regulation 44 visit.

We believe that any young person has a right to have their views heard or make any comment about their home or the education they receive. 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 and/or the Registered Manager, Kerry Byron at:

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

Tel: 01258 860295

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

If your complaint is regarding the Registered Manager then please contact Greg Regan, Principal, at the above address or

Email: greg.regan@cambiagroup.com or the Responsible Individual, Mark Ryder.

Email: Mark.ryder@cambiagroup.com

If your complaint is regarding the Interim Principal, please contact the Responsible Individual, Mark Ryder.

Email: Mark.ryder@cambiagroup.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. These can also be accessed via the School's website.

The Home's Designated Safeguarding Lead is Kerry Byron, who is also the Registered Manager. There are other Senior Managers (6) who are also Deputy Designated Safeguarding Persons and form part of the safeguarding team at The Forum School.

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.

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 provide residential visiting advocates to The Forum School. 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.

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 an onsite multi-disciplinary team providing therapeutic and health support throughout 52 weeks including Occupational therapy, Speech and Language therapy, Music Therapy, Psychology and a nurse able to provide support throughout the school day.
- Our provision 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 staff across education, residential, night, therapeutic and multi-disciplinary teams.

Each individual has a range of individualized targets which are linked to their EHCP and are decided upon with staff across care, education and therapeutic settings to encourage consistency and enable strengthening of skills. Targets 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.

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 EHCP 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 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.
- A dedicated music room with an extensive range of instruments. In addition to music therapy programs, music groups are offered weekly to the young people which are run by a music specialist.
- 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.

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. Young people who are able to participate in community social activities are encouraged to do so, such as attending youth club.

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 often include Chinese New Year, Burns' Night, Diwali, Easter, St Patrick's Day, St David's Day, May Day, Harvest, Hanukah and Christmas.

The Forum School may also participate in fund raising events such as Sport Relief, Comic Relief, Children In Need and MacMillan Coffee Mornings.

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 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.

Music therapy focuses on social and emotional needs, developing communication, self-expression and supporting positive mental health.

Equine therapy 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 pediatrician 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.

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 strict guidelines on the administration of medication and staff are trained specifically trained in these processes.

Each young person has a series of tailor-made programmes to meet their individual needs where appropriate including – 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.

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.

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 this information is compiled as part of the annual review documentation.

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. Termly 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 term 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 particularly for birthdays etc. Families are invited to share key events such as carol service, sports day and birthday parties at the school.

We believe that an open, honest partnership with parents is essential for a successful placement therefore 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
- 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
- a parent liaison person - contact numbers available at The Forum School

PROTECTION OF CHILDREN:

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

CCTV is in operation with eight cameras covering the main gates and entrances to the school including the car-parking areas. Moving images are recorded and held for a maximum of 30 days for review if necessary. The ICT Technician oversees this area.

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

To ensure the safety of our young people with epilepsy or other specific 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 or the placing authority consent if a child in care. Relevant documentation is in place where these devices are required.

Some homes have a keypad on the external door to gain entry to the home, this is individually risk assessed for the home dependent on the young people's needs and mental capacity to maintain the least restrictive practice. These ensure safety of the young people as only staff or young people can access these. Codes are changed on a regular basis as necessary. Access to gardens is openly available during daylight hours, however during the hours of darkness these are secured as would be the case in any home.

Each home has at least one waking night staff member to support young people overnight, as well as additional staff where the needs of the home dictate this. Roving staff and managers are available to support in the homes overnight.

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. 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. 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.

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-Coordinator (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 and 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 management system of 'Behaviour Watch' 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 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 has instructors on the school team, one of whom is the Senior Behaviour Support Co-Coordinator. 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
Metropolitan House,
3 Darkes Lane,
Potters Bar,
Hertfordshire,
EN6 1AG.

b. The responsible individual;



Mark Ryder

Contact Details

Mr. Mark Ryder
Regional Care Lead
Email: Mark.Ryder@cambianguroup.com
Tel Mob: 07551156390

Mark joined Cambian in February 2019 as a Regional Education (Care) Lead. Prior to this role Mark was a Head of Care of a large SEN residential outstanding provision in Derbyshire. Mark qualified as a Social Worker in the early 90's and has worked in both field and residential childcare for over 30 years. Mark has also worked as an inspector of children's services for Ofsted and the CSCI for over 11 years. He is a strong advocate for children and aims to provide a safe, nurturing and stimulating environment for them to learn and live in.

c. The registered manager:

Contact Details



Kerry Byron

Mrs Kerry Byron
The Forum School
Shillingstone
Blandford Forum
Dorset
DT11 0QS
Email: Kerry.Byron@cambianguroup.com
Tel: 01258 860295

"I have worked at the school for 20 years and have been the Registered Manager for the last four. Previously, I worked in a large day school as a Teaching Assistant with children with various disabilities. Alongside this, I worked for social services as a support worker setting up and participating in Summer Activity Clubs.

I now oversee the children's homes within The Forum School and am dedicated to working with our care staff team to support our children and young people to grow and develop. I fully appreciate that leaving a child in the trust of other adults is a challenging time for parents and therefore we strive to ensure that good relationships are built with all parents and work to ensure that key information is communicated to them.

I recognise and promote that for the majority of the year, if not all, this is the children's home and we are privileged to be a part of their childhood. We recognise that each and every child at the school needs care and nurturing and we work with them and parents to use individual strategies that best support their individual needs, thus striving to ensure they gain as much from their experience here as possible."

Care Managers:

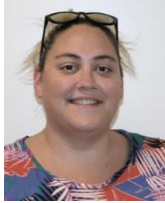
There are three Care Managers at The Forum School who deputise for the Registered Manager.



Mark Rogers

"I have worked in residential care settings since 1999 and have over 18 years of experience working with young people with an ASD diagnosis. My roles have included Support Worker, Assistant Team Manager, Team Manager and now Care Manager.

"I am committed to providing the highest quality care for young people and ensuring they have an environment which is supportive and nurturing."



Hannah Everard

"I have worked at The Forum School for 15 years starting when she I just 18 years old. Prior to starting at The Forum School I always enjoyed looking after children, helping them learn and grow and still do. I had a voluntary job at the local youth centre for 7 years. I did some peer mentoring and supported the young people in many areas from support with their foster care and families, activities, trips, relationships and friendships.

My career at The Forum School started as a support worker and after completing my Level 3 NVQ for Caring for Children and Young People, I became a Senior Support Worker. I then took the opportunity to become an Assistant Team Manager and at the beginning of 2019 became one of The Forum School's Care Managers.

I love working at The Forum School and ensuring that the young people have a nurturing home environment to live in and thrive to achieve their personal best, enabling them to leave us with as many different skills as possible for their future as an adult."



Ian Boxall

"I have worked at the Forum School for the past 10 years, where I started as a support worker. Previous to joining the school I had spent 15 years as an internal audit manager for a large retail furniture company, and prior to this I had been a store manager.

The reason I joined the school is that I believe that every child deserves the best care they can be given and I believe that the Forum school achieves this."

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 in the Diploma in Residential Childcare Level 3 or its equivalent: opportunity for enrolment 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 Manager 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 Head of Education, the Assistant Head of Education, the Senior Behaviour Support Co-Coordinator 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 finance administrator 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.

The supervision sessions are arranged on a regular basis as per the Cambian Supervision Policy (for care staff, there is a minimum of nine sessions per year with the tenth session becoming an annual appraisal; however there should be on average 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 on average 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 and 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 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.

Young people will be accepted to the home if aged between 7 and 19 years old with a primary diagnosis of autism but may also have 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 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 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:

Our Local Area Designated Officer (LADO) is Patrick Crawford. Tel: 01305 221122

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

Childline: Tel: 0800 1111

Independent Visitor/Listener:

Name: Madalina Dorobantu

Tel: NYAS National Advocacy Helpline 0808 808 1001.

Email: madalina.dorobantu@nyas.net