Cambian Group

Cambian Asperger Syndrome Services Limited

Statement of Purpose

Grateley House School

Pond Lane, Grateley, Andover, Hampshire SP11 8TA

Tel: 01264 889751

DfE Registration Number: 850-6058 Ofsted Registration Number: 116588/SC012450

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Grateley House School

STATEMENT OF PRINCIPLES AND PRACTICE

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

Grateley House School is part of the Cambian Group. All young people in the school have an Education Health Care Plan (EHCP). All have a diagnosis of an Autistic Spectrum Condition (ASC) usually High Functioning Autism or Asperger Syndrome. Other associated difficulties such as ADHD, dyslexia, dyspraxia and secondary mental health conditions such as anxiety and depression and its associated behaviours can also be accommodated, when such difficulties occur as part of an Autistic Spectrum Condition (ASC), but not in place of it.

Our work is based upon understanding the ability of each young person to manage academically, socially and emotionally as individuals, as part of a group, as part of their family and as part of the wider community. The purpose of the residential homes in the school is to prepare young people for the demands of adult life. Staff expertise and specialist approaches, including a nurturing therapeutic environment, enable young people to flourish academically, socially, emotionally and spiritually.

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

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

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

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

To support transitions for those students who have had a history of poor school attendance, particularly linked to high levels of anxiety, Grateley House School offers a transition classroom ("Base Camp") upon entry to the school. The ethos of the Base Camp is based around a primary model with one key teacher, consistent teaching assistants and additional support for the student's emotional wellbeing that allows students the opportunity to transition successfully into the school.

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The Base Camp offers a small highly structured environment with opportunities to develop skills to support them. The curriculum focuses on key skills taught through project-based activities and includes lots of opportunities to play and to explore learning. The foundations of this approach are based on the 6 guiding principles of nurture as defined by the Nurture Group Network:

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

The benefits of this approach are:

- ➢ It enables staff to model positive relationships;
- ➢ there is an emphasis on the development of language and communication skills and a focus on social and emotional development in order to reduce the need of students to express their feelings through non-verbal communication.
- ➢ As well as developing curriculum-based skills, students are encouraged to celebrate their own progress by experiencing and learning skills such as listening, sharing and taking turns.

This holistic approach enables students to reduce or remove barriers to learning.

PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

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

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

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

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

Our staff teams receive regular training and refresher sessions in CPI Safety Intervention Training; we strive wherever possible to minimize the need for direct physical intervention and it is only used as a last resort. However, if our staff have to use a physical intervention we have in place a detailed recording and monitoring system to ensure that this is appropriately documented according to the NMS Standard 12. Such records are reviewed weekly by members of the Senior Management Team and the whole process is monitored by them. All restraints are analysed within twenty-four hours.
Cambian group have two dedicated trainers/assessors. The Care Manager is a qualified MAPA instructor and having this resource available on site enables staff to access targeted advice regarding incidents as they occur or through the debrief process. Annual refresher sessions are organised for all appropriate staff and these include written and practical assessment.

RESIDENTIAL ACCOMMODATION

Grateley House School is registered as a 38-week, Residential Special School for mixed gender students who are 9 to 19 years of age. The school has 41 residential places.

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

Grateley House School also has Stratford Lodge, which is a sixth form satellite base situated in Salisbury. This is a 38-week CQC registered Care home that can accommodate up to 8 students aged between 16 – 19 years old.

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

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

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

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

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A description of the location of Grateley House School

Grateley House School is a large country house set in extensive grounds with additional education and residential premises within the eight-acre site. There is a wooded area and a hardcourt for sporting and recreational activities. We also have an adventure playground in the grounds for younger students.

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

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

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

COMPLAINTS

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

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

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

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

Email: enquiries@ofsted.gov.uk

Metropolitan House
3 Darkes Lane
Potters Bar
Hertfordshire
EN6 1AG
Tel: 0208 7356150

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

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

SECURING STUDENTS VIEWS

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

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

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

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

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

- Live full and independent lives to the maximum of their potential
- A full, accurate and unbiased assessment of their special needs
- A range of education, care, health and other associated support services required to meet all their needs
- Be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- Appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- Adequate food, clothing, space and other necessities of life
- The equipment, assistance and support services needed to enable them to live with dignity
- Participate in and benefit from cultural, entertainment, recreational and sporting activities
- Use facilities and services in the community where possible
- Develop relationships without exploitation or coercion
- The full protection of the law

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

EDUCATION:

Details of the provision to support children with special educational needs

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

Links are also made with other education providers and organisations to ensure the broadest range of educational opportunities and activities are available to students. Additional lessons are available for those who wish to extend their learning, as are sports-based learning activities for those who enjoy a more practical route.
The School follows a waking day curriculum and this allows for programmes to be planned for and delivered across both the education and care settings which in turn provide a consistent approach for all students.

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

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

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

- Art and Crafts Suite
- Science Laboratory
- Design and Technology workshop and classroom
- Food Technology/Living Skills Kitchen
- Dedicated Transition classroom (Base Camp)
- Mobile mechanics workshop (Wheels Project)
- Outdoor fitness facilities (Multi-use games area Koopa Court)
- Relaxation/OT room equipped for holistic therapy treatments (also a visiting PAT therapy dog)
- ICT Suite
- Library and Learning Hub (Students Services)

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- Fully maintained grounds with adventure playground and sensory equipment

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

We also have provision for up to thirteen day students, who access the school to partake in the educational day; however, they do not reside in the house bases but have their own designated area for break lunchtimes and private study. At Grateley House School we aim to provide consistent, diverse, enjoyable and structured learning opportunities through a waking day curriculum, seven days a week for all of the residential students.

We understand that not all students with Autistic Spectrum Condition will learn new skills at the same pace. Our curriculum caters for students with a wide range of needs regardless of the speed of their progress.
Grateley House School believes that students are entitled to a curriculum that is characterised by breadth, balance, relevance, differentiation and progression. We take a personalised approach to the curriculum which is broadly based on the statutory requirements of the new national curriculum, but the teaching of subjects is adapted to meet the very particular needs of our students. In Key Stage 3, the curriculum emphasises the importance of key core subjects, whilst offering the full national curriculum. Our curriculum offers a range of options in Years 9 to 11 that can lead to accreditation and qualifications. There is also an opportunity for students to have short periods of work experience where appropriate; these may be on or off-site. Where possible the school places students with local employers and works with partner organisations to ensure the suitability of placements.

Year 7 – Year 10 Timetable	
Time	Lesson
0900-0930	Tutor / Reflection
0930-0940	DEAR
0940-1020	P1
1020-1100	P2
1100-1120	Break
1120-1200	P3
1200-1240	P4
1240-1320	Lunch
1320-1400	P5
1400-1440	P6
1440-1500	Tutor / Reflection
1500	Home
Year 11 – Year 14 Timetable	
Time	Lesson
0900-0930	Tutor / Reflection
0930-0940	DEAR
0940-1020	P1
1020-1040	Break
1040-1120	P2
1120-1200	P3
1200-1240	Lunch
1240-1320	P4
1320-1400	P5
1400-1440	P6
1440-1500	Tutor / Reflection

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1500	Home

The onsite education is managed by Head of Education, who is part of the Senior Leadership Team. Grateley House School provides formal education for students for 38 weeks of the year.

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

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

In addition to academic attainment, students are provided with the opportunity to develop their full potential in the following areas:
Physical health and wellbeing
Independence, life skills and self-help
Social skills and understanding
Communication skills
The development of relationships with adults and peers
The ability to make informed choices
Intellectual development and problem-solving
Spiritual, moral, social, cultural and emotional fulfilment
Positive self-esteem, self-awareness and self-confidence
Leisure and self-occupying skills

Please refer to the Curriculum – Teaching and Learning policy for a breakdown of subjects by key stages.

ACTIVITIES AND FREE TIME

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

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

HEALTH AND WELLBEING

Our students have access to the support of a range of disciplines, including Clinical Psychology, Psychiatry, Speech and Language and Occupational Therapy. Each therapist is qualified and undertakes on-going professional supervision as part of the requirements for their registration with their relevant professional bodies. Along with our Therapists, the team is also supported by a Mental Health Practitioner. Our therapy team train and support staff to

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help make the whole school environment as beneficial as possible for the well-being, learning and development of every student.

The Consultant Child and Adolescent Psychiatrist ensures the impact of medication on a young person's health is regularly reviewed.

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

As a residential school, most students have their health needs met within their family homes. Each young person has a health care plan that is incorporated into their placement plan. Students have access to a GP, Dentist, Optician, and Paediatrician if required. The school also runs a weekly MDT (Multi-Disciplinary Team) Termly Check-in for students, with representation from the therapy team, the student's teaching assistant, Teacher and keyworker. Within these Check-ins progress is discussed and reviewed, relevant concerns addressed and EHCP targets agreed for the student to work towards. Each student is reviewed once a term within this forum, both as an individual and also within the setting of their home. The Therapy Team also use standardised measures appropriate to their various disciplines to monitor and evaluate the effectiveness of individual intervention work undertaken with our young people.

CONTACT WITH PARENTS / CARERS

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

CHILD PROTECTION

A description of the school's approach to the monitoring and surveillance

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

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

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

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

There are waking night staff allocated to each house base during the night. They are on hand to help the students with any issues that may arise during the night. Students are expected to be in their own bedrooms during the night.

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The night staff regularly rotate around each house base throughout the night to promote wakefulness and to safeguard the welfare of the students.

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

LEADERSHIP AND MANAGEMENT

The registered provider;

Cambian Asperger Syndrome Services Ltd
Chief Operating Officer – John Ivers
Metropolitan House
3 Darkes Lane
Potters Bar
Hertfordshire
EN6 1AG
Tel: 0208 7356150

Head Teacher/Designated Safeguarding Lead

Name: Dan Tresman
Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA
Tel: 01264 889751
Email: dan.tresman@cambiangroup.com

Dan is the Head Teacher at Grateley House School. He is a qualified Head Teacher, holding the National Qualification for Headship (NPQH). He is also a qualified teacher with significant experience in SEND. He is a qualified SENCO, holding the National SENCO Award. He has a proven track record at improving and developing specialist schools and securing good outcomes in OFSTED inspections. He has passion for securing outcomes for young people with a range of specialist educational needs.

Head of Care / Registered Care Manager/Designated Safeguarding Lead for Care

Name: Eva Pereira
Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA
Tel: 01264 889751
Email: eva.pereira@cambiangroup.com

Eva Pereira is the Head of Care at Grateley House School. She has over 28 years' experience of working with vulnerable children and young adults. Eva is passionate about enabling and supporting students to be as independent as possible within their lives, ensuring they are given opportunities and experiences that make them step outside their comfort zones and challenges them to holistically further their personal development.

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Head of Education/Designated Safeguarding Lead for Education and Single Point of Contact for PREVENT

Name: George Fox
Address: Grateley House School, Pond Lane, Andover, Hants, SP11 8TA
Tel: 01264 889751
Email: George.fox@cambiangroup.com

George has over 20 years' experience of working with children and adults in both residential and education sectors. George is passionate about supporting young people to make the best possible progress in learning with a belief that young people can achieve a huge amount with their lives, wherever their starting point. He loves challenging students to reach their potential and wants education to be the building blocks for their future in the working world.

Staffing

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

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

MULTI-DISCIPLINARY TEAM

In recognition of the challenges presented by the students placed. The school is supported by the work of a Multi-disciplinary Therapy Team.

The Therapy Team consists of:

- Consultant Child and Adolescent Psychiatrist
- Clinical Psychologist
- Speech and Language
- Occupational Therapist
- Assistant Psychologists

Along with providing individual direct work to students to fulfil the requirements of their EHCPs. They also fulfil an essential function of support and guidance for staff. This includes individual support for key workers, group work for students and staff, formal training as part of inset days as well as informal sessions such as staff drop in sessions, advice and guidance relating to risk management and behaviour support and liaison with wider health professionals.

A detailed list of staff qualifications is available on request.

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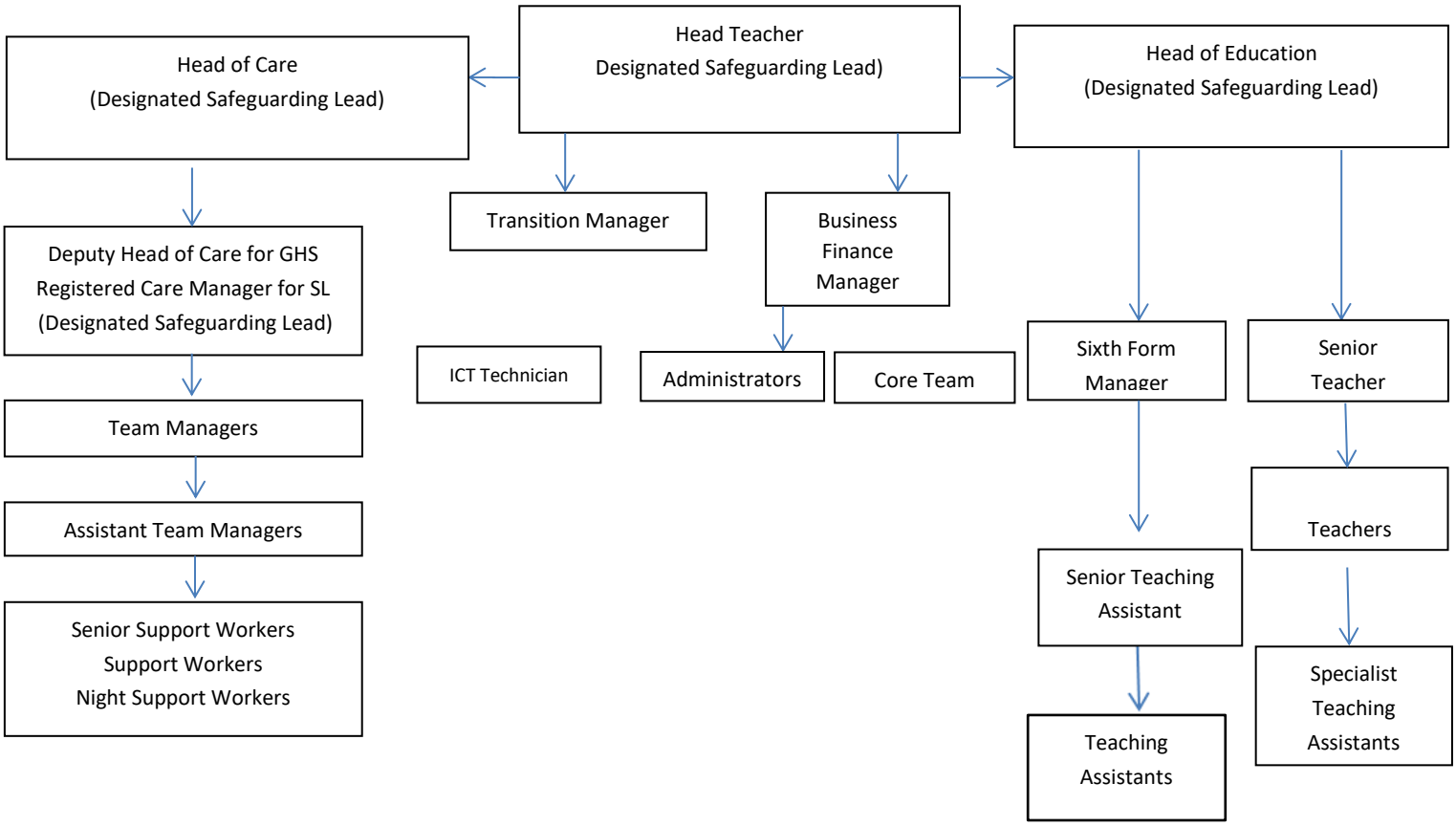
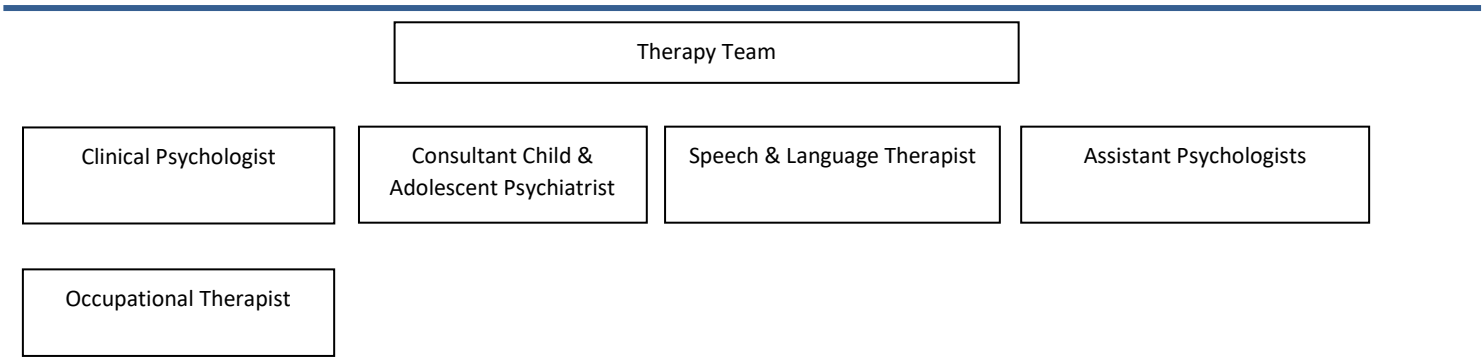
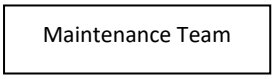
1. Details of the management and staffing structure of the home, including the arrangements for the professional supervision of staff, including staff that provide education or health care.







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STAFF SUPERVISION TRAINING AND SUPPORT

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

The school has a total compliment of over 130 both male and female staff. The Senior Leadership Team consists of the Head Teacher, Head of Care and Head of Education. Teachers in the Education Department are supported by a team of full-time teaching assistants and as required, support workers from the residential settings. There is a Transition Manager who works with staff across the education and care settings to ensure a smooth transition for any student out of the school and into their future placement. Staff in the residential settings work in teams based within the students' living groups. The Head of Care is supported by 2 x Deputy Heads of Care and House Managers. Each House Manager is supported by an Assistant Team Manager, Senior Support Workers and Support Workers.

The Business Finance Manager manages the Administrative team. The Administrative team supports the work undertaken within all parts of the home and school and they provide the first point of contact for those telephoning or visiting the premises. The Maintenance team are managed remotely by Cambian Estates.

INDUCTION, TRANSITION AND INDIVIDUAL SUPPORT

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

Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Commissioning Team or the Head Teacher, and can be made by parents, local authorities, social services departments or health authorities. Visits from prospective parents and representatives of placing authorities are always welcome at any time.

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

Placement enquiries: 0800 138 1184

Grateley House School is happy to provide any of the above-mentioned policies, an organisational chart and a school prospectus to parents and other stakeholders upon request.

Additional Contact Details

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

Tel: 0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk

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Child Protection Services:

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

Childline
Tel: 0800 1111

Advocacy Service:

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

Independent Person – NMS 20:

Julie Prior

Hi…
I'm Julie and I have worked with children and young people for over 30 years and used to be a Head Teacher before becoming a Director of Children's Services in various social care settings. I am a good listener and I am always interested in hearing about you and what you have to say. In my leisure time I enjoy horse riding and rowing on the river which gets you really fit and healthy. I often race in competitions with my friends.

I enjoy listening to music and occasionally play the guitar, although I still need to practice quite a lot. My favourite foods are fruit, curry and cake!

My job is to visit your home regularly to make sure that you are supported by staff to be happy, healthy and safe.
I am really keen to hear your views and ideas about what you like or don't like about your home and what you think could make it better. During my visit I will talk to young people, staff, parents, carers and professionals. I will then write a report which is shared with Ofsted, the local authority and the manager of your home.

If you need to contact me, my details are: help@nyas.net or 0808 808 1001.

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