

Statement of Purpose for Cambian Spring Hill School – Beeches Cottage



Beeches Cottage

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Contents

1. Organisational Overview	3
Cambian Group	4
2. Quality & Purpose of Care	4
Position Statement	4
Ethos of the Home (Progressing Outcomes)	4
Description of Accommodation	6
Location of the Home	8
Arrangements for Supporting Cultural, Linguistic and the Religious Needs of Children	9
Complaints	10
Access to Safeguarding and Behaviour Management Policies	10
3. Views, Wishes, and Feelings	11
Consultation and Approach to Consulting Children on Quality of Care	11
Anti-Discriminatory Practice in respect of Children and their Families	11
Children’s Rights	11
4. Education	12
Details of Provision to Support Children with SEN	12
Dual Registration	13
5. Enjoy and Achieve	14
How we ensure the young people enjoy and achieve	14
6. Health	14
Arrangements to Protect and Promote Health	14
Details of the qualifications and professional supervision of staff involved in providing healthcare or therapy	15
7. Positive Relationships	16
The arrangements for promoting contact between children, their families and friends	16
8. Protection of Children	17
The Homes approach to Monitoring and Surveillance of Children	17
The Homes approach to Behavioural Support	17
Management of Restraint and Physical Intervention	18
9. Leadership and Management	20
Details and work address of Registered Provider, Responsible Individual, and Registered Manager	20
Details of Qualification and Experience of Staff	21
Staff and Management Structure	Error! Bookmark not defined.
Professional Supervision Arrangements for Staff, Educators and Health Care Professionals	26
Gender Status of the Home and Positive Role Models	26
10. Care Planning	26
Admission Process	26
Emergency Admissions	27

1. Organisational Overview

Our Vision

Together, Everyone Achieves More

To establish a community where mutual respect and working interconnectedly enables children, young people and team members to develop their individual potential. To be recognised as a place which is welcoming and inclusive and where a culture of learning is established by way of an integrated approach to delivering high quality approaches to supporting wellbeing, health, education and care; a place where happy and enduring memories are made

Our Mission

Cambian Spring Hill School – Beeches Cottage (“Beeches Cottage”) is one inclusive community where we inspire each other to learn, achieve and work towards our personal best by providing opportunities that facilitate aspirations, success and excellence.

Our World is fast changing and can be overwhelming, particularly so when you have autism. The purpose of Beeches Cottage is to prepare our young people for adulthood; we want them to thrive and live happy and safe lives. It is our duty to support our young people to reach their full academic potential; equally we want them to develop character, resilience and levels of independence, alongside their studies in the residential provision. We believe that experiences and activities, outside the classroom, provide fantastic incidental learning opportunities that often complement classroom-based education.

Beeches Cottage is a community and our young people learn as much from each other as they do from the people supporting them. We want all of our young people to develop the skills required to make positive contributions to their community by showing respect and tolerance of others. Whilst they are with us, we ensure our children and young people’s emotional wellbeing is supported by a highly supportive and caring team of staff.

Our Values

Self-growth We develop self-awareness which helps us to transform and improve confidence

Patience We manage problems without becoming annoyed or anxious

Inclusion Everyone is made to feel part of our community – nobody is left out

Respect We treat everyone with respect and dignity to enable them to discover their potential

Interconnected We collaborate and work together to achieve the best outcomes for everyone

Trustworthiness We are all expected to be in the right place, at the right time, doing the right thing

Cambian Group

The Cambian Group is one of the largest providers of specialist behavioural services in the UK. We care for both adults and children including those with challenging behaviours and complex needs. We offer specialist education, residential, mental health, and fostering services, ensuring that each person in our care achieves their personal best.

At Cambian Group we provide tailored care programmes, therapeutic environments, and highly dedicated and experienced staff members to empower individuals to progress towards a better life and prepare them for independent living. We provide services for more than 2,400 individuals in 286 services. We work with over 140 public authorities and employ more than 6,000 people.

Our children's services aim to meet the needs of children across the continuum of care. We provide a range of specialist service that support this ambition providing where possible every child the care, therapy and learning they need to ensure they achieve their personal best. We focus on delivering clear outcome for each person in our services.

2. Quality & Purpose of Care

Position Statement

Beeches Cottage is situated on site at Cambian Spring Hill School; part of the Cambian Group Ltd. and CareTech Holdings Ltd. We provide Education, Care, and Therapy for up to 6 young people, male and female, aged 8-19 years. The oldest child we will admit will be no older than 17.5 years of age. We look after young people with a primary diagnosis of ASD in 38-week and 52-week placements who are able to interact and share a home with up to 5 other children and/or young people.

Our young people have a variety of Special Education Needs and will have an Education, Health, and Care Plan (EHCP) with a primary diagnosis of autism/ASD. Our robust assessment processes determine whether we are able to support and care for individuals with co-morbid diagnoses such as for ADHD, MLD, developmental delay, speech, language and communication needs. Our initial assessment takes into consideration other associated learning difficulties and/or disabilities including epilepsy and support with personal care needs. Beeches Cottage does not provide for children and young people with SEMH needs or who require DOLs provision.

Supervision levels will be assessed on individuals' level of independence due to the nature of the setting. Our usual staffing level is 1:2 or 1:3 (staff to young people). We currently have residential support night workers and 'sleep in' staff depending on the needs of the young people.

1:1 staffing levels are provided where assessment of the placement identifies that additional support is needed. Beeches Cottage is not suitable for children or young people who require a solo placement home.

Ethos of the Home (Progressing Outcomes)

We believe residential schooling should be a positive and highly rewarding experience for young people and their families. We promote this by supporting young people to manage difficulties they might have encountered within previous educational and/or care

experiences. We achieve this by developing strong working relationships with young people and their parents/carers and responding appropriately to any concerns they may have.

We provide medium to long term Education and Care in a settled, stimulating, and safe environment.

The aim of Beeches Cottage is to enable each and every young person to achieve their personal best; we work in tandem with young people, their families, and other professionals to ensure that their needs, wishes, and feelings are met.

The relationship between staff and young people is at the heart of everything we do. Our multi-disciplinary approach is integrated across education, care, and therapy, giving young people the best chance to succeed in their academic and personal development.

Our key objectives focus upon the improvement of communication and social skills including progress in self-management of behaviour, independence/life skills and physical/emotional health and wellbeing. We ensure that opportunities to secure progress against EHCP targets are prioritised and ensure that young people are consulted about all aspects of their care through the Annual Review process, monthly case management reports by keyworkers, LAC reviews and day to day conversations as well as formal meetings. The team work closely with school staff to secure the highest levels of engagement in learning for each young person.

Each child/young person is expected to access school and is supported via bespoke timetables and learning opportunities. Sometimes, transition to school for some of our young people takes longer, especially if they have been out of school for a considerable period. The school are able to cater for the most academically capable learners as well as those who need a programme of learning which focuses upon developing independence, such as our Quality of Life™ curriculum. The school will ascertain gaps in learning and screen for potential by undertaking standardised baseline assessments.

Some of our young people receive a blended learning approach and engage in activities that are delivered in the home; each young person receives a highly bespoke offer which is clinically informed so that they do not become over-whelmed. Opportunities to engage in enrichment activities such as horse riding and on-site and off-site work experience are also available. Reading for pleasure is encouraged across the school and home-settings and magazines and audio books are readily available for the young people to enjoy.

Our Fire Precautions and Emergency Procedures are in line with the detailed policy set out in the Health and Safety Manual issued to establishments by the Cambian Group after consultation with Quantum Risk Management. There is a procedure in place for notification of significant events. COVID-19 measures are robust and the site complies with all statutory procedures according to Government guidance.

These procedures include fire safety training, fire evacuation drill, provision of fire extinguishers, fire notices, regular checking of fire doors, fire alarms and appliances and arrangements for reporting potential hazards

Before employment, all staff members are required to give permission for checks to be carried out at an enhanced level by the Disclosure and Barring Service. This, together with rigorous safer recruitment and selection procedures, ensures that only those who are suitable to work with our young people are permitted to do so.

Our Regulation 44 Independent Person is appointed by the National Youth Service and assists in making sure all our individuals are well cared for.

All staff members receive Safeguarding training as a comprehensive E-learning programme, which is updated/refreshed annually. The Safeguarding training updates are all mandatory and assigned to staff via the MYRUS e-learning system; other workshops on this subject are held throughout the year which all staff attend.

Cambian Spring Hill School subscribes to the National Online Safety programme, which educates and empowers staff with the information they need to engage in meaningful dialogue with our young people about the online world, their online activities, and the ever-evolving risks that they could be exposed to. Additionally, we subscribe to the Safeguarding Network group so that we are able to access additional training and information in order to adopt best practice around safeguarding.

Across the school and Beeches Cottage, there are 7 staff trained up to Level 3 Designated Safeguarding Lead (DSL). These staff are able to effectively manage all concerns in relation to safeguarding that they are alerted to. All staff read Part 1 of Keeping Safe in Education, DfE September 2021.

Description of Accommodation

The accommodation and facilities date back to the 1950's, with ownership transferring to The Cambian Group in January 2016. Beeches Cottage is spacious and provides a homely environment, specifically designed to meet the needs of young people for whom a shared living experience can frequently be a challenge. Dynamic risk assessments are carried out on the environment to ensure the safety of our young people.

The ground floor comprises of a staff office and toilet for staff use; a communal lounge/sitting room; dining room; kitchen diner and independence kitchen; utility and laundry room; and 2 bedrooms for young people, 1 ensuite and one with a separate bathroom.



The first floor has 4 further bedrooms, all ensuite; communal bathrooms, a sensory room, craft room and communal landing areas with seating and TV's. Bedrooms are furnished in consultation with individuals and family wishes according to unique needs and tolerance levels prior to, or shortly after admission.

Young people are encouraged to personalise the home, and will be consulted with regularly about the décor and facilities.

Fireguard doorstoppers are in place to ensure visual supervision in communal areas taking into consideration the need for privacy and dignity when socialising, combined with fire safety.

There are night-time alarms on external doors to ensure the safety and wellbeing of the young people. Bedroom door alarms can be used; however, this will be individually risk assessed, and consented to prior to the use of any surveillance monitoring.

There is CCTV located externally on Pines school building, directed towards the visitor's car park and the main driveway. This has been installed to ensure additional safeguards are in place on site due to the rural surroundings.

Individual risk assessments reflect safety and supervision levels around specifics such as the use of electrical equipment, bicycles, horticultural hand tools and gym/outdoor and education resources etc.

Young people and staff at Beeches Cottage can also access Educational and leisure facilities outside of education time. These include; an assembly hall/gymnasium, a horticulture area called the Croft, and an outdoor gym.

Although we encourage individuals to respect their own and others property, possessions and belongings are kept at Beeches Cottage at the owner's risk. We discourage the use of

mobile phones as we have house phones that young people can access as required. Mobile phones are not allowed into the school at any point in time.



Location of the Home

Beeches Cottage is located within the grounds of Cambian Spring Hill School, in a rural setting on the outskirts of Ripon. The school is set in extensive grounds surrounded by farmland and wooded areas. The Walled Garden, run by Ripon Community Link, is situated adjacent to the school and enjoys a long-standing partnership that enables young people to undertake supported work experience opportunities as required.

The site is accessed from Palace Road with a privately occupied gate house at the end of a long drive which leads up to the school. Behind the school is a large old Victorian building named The Old Palace; this is fenced off with no direct access from the site. The building contains private apartments.

Ripon Golf Club is situated opposite the school and further up the road is Lightwater Valley theme park. Occasionally, our young people access the driving range as part of a leisure activity. Cambian Spring Hill School enjoys a positive relationship with the Club who have also supported the school with work experience opportunities in their restaurant.

Beeches Cottage benefits from a rural setting with generous grounds of approximately 30 acres of grass and woodland and access to Ripon City Centre, which is a 20-30 min walk from the campus. The area has been risk assessed as a suitable low risk location for a Children's Home.

We have a Locality Risk Assessment (LRA) which identifies any risk and the steps taken to minimize risk in relation to the local area. The LRA has been reviewed with the local Community Police Officer.

Arrangements for Supporting Cultural, Linguistic and the Religious Needs of Children

Cambian has a comprehensive Equality and Diversity policy which can be obtained on request. We respond to the requirements of race, culture, language, gender, sexual orientation, disability, and dietary requirements.

Upon moving to Beeches Cottage, a Placement Plan is drawn up with family members, staff, and other professionals and, where applicable, the young person. This enables the care, therapy and education teams to work together to develop shared targets, considering any cultural, linguistic, and religious needs. A review takes place within the first 3 months of a placement although there may be an earlier review if this is deemed appropriate.

We encourage young people to maintain links with their faith and will support our young people to practice their own religion. Their beliefs will be identified upon referral and assessment and included in placements plans. There are local places of worship to access however these are primarily aligned to white British faiths. We are able to offer on-site prayer room facilities if these are required. These can be designed with the involvement of families. We work within British Values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and belief.

We enable our young people time and opportunities to engage in social activities, sports, hobbies, and other leisure interests, both on- and off-site. We have high expectations geared to each individual and are committed to helping our young people reach their full potential. Some of our young people join locally run clubs, with the support of their parents/carers (if appropriate) and staff members. The school has its own fleet of vehicles to facilitate off-site activities.

Recent COVID-19 restrictions have impacted upon the range of external opportunities; therefore, staff encourage young people to cycle around site or camp in the open spaces (weather permitting) so that they can enjoy the fresh air. Our outdoor gym and ground-level trampoline are always popular and provide youngster with options around exercise and maintaining a healthy lifestyle. These restrictions are lifting, but adequate precautions remain in place in the Cottage and on campus.

The Cambian Group has comprehensive procedures in place to monitor and audit the service level of care provided at Beeches Cottage. We have a strong ethos of risk assessment as a safe means of enabling the individuals to undertake activities that will be of benefit to them. Across the site, teams of professional's work in an integrated way to manage the academic, care, and wellbeing needs of each young person. Communication

with parents/carers is robust and Beeches Cottage prides itself on working in partnership with close family members.

Complaints

Beeches Cottage is committed to providing the highest quality service to individuals, parents, local authorities, social services and health authorities. We believe that our individuals 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.

‘How to Complain’ information is in a format which is accessible to the individuals in our care as well as to our visitors. Information is available in the pre-admission packs and on our school website. Copies of our full Complaints Policy is available upon request.

Young people are provided with the Children's Guide on admission and are provided with a new copy whenever it is updated. The Children's Guide provides relevant detail and information regarding how to make a complaint and sets out our expectation for behaviour.

If a person acting on behalf of an individual wishes to raise an issue they will be invited to discuss it with a Manager or Deputy. If following this discussion, the individual's representative remains dissatisfied with the outcome, the individual's social worker/case worker will be invited to visit.

An individual and their representative can at any time contact OFSTED to raise a complaint.

Ofsted

Tel: 0300 1231232

Email: enquiries@ofsted.gov.uk

All complaints are recorded in the Complaints File, which is reviewed by the Principal and the Regulation 44 visitor. Our aim is to be able to deal with any complaints within 10 days to seek a swift resolution.

In the event that this is not possible, and the complainant wishes to take the formal route, we ensure this is acknowledged, investigated and addressed within an agreed timescale as detailed within our complaints policy and procedures.

Access to Safeguarding and Behaviour Management Policies

Cambian Spring Hill School Child Protection Policy can be obtained via the website link - <https://www.cambiangroup.com/specialist-education/our-schools/autism-schools/spring-hill-school/>

Alternatively, you can call 01765 603320 and request a printed copy.

3. Views, Wishes, and Feelings

Consultation and Approach to Consulting Children on Quality of Care

We enable our young people to feel valued, promote their rights and involve them in making plans for their future. The school's independent careers advisor advises young people accordingly.

Our young people have a say in the running and development of the education and care settings and its services via the School Student Council, House Meetings, Questionnaires, and Weekly Key Worker Sessions. Our young people receive copies of reports for their meetings with an invitation to attend if they want to.

We encourage our young people to attend their own meetings, such as Annual Reviews and PEP's, however also appreciate that, for some, this can be difficult. We encourage young people to talk to their trusted adult, who can represent their values.

We are committed to the fact that young people have a right to live in a safe supportive and stimulating home where the environment is clean, well maintained and meets their needs. Our young people are encouraged to look after and maintain their environment as part of developing their individual living skills.

Anti-Discriminatory Practice in respect of Children and their Families

Children's Rights

The services provided by education and care staff does not judge young people's circumstances, race, gender, background or lifestyle. We ensure there is no discrimination in any area of the service provision.

We believe that children and young people with additional needs should share the same rights as all members of society.

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
- to a full, accurate and unbiased assessment of their special needs
- to a range of education, care, health and other associated support services required to meet all their needs
- to be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- to appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- to safe, attractive and comfortable living accommodation with privacy
- to adequate food, clothing, space and other necessities of life
- to the equipment, assistance and support services needed to enable them to live with dignity

- to the degree of freedom of movement which is consistent with their health, safety and well-being
- to participate in and benefit from cultural, entertainment, recreational and sporting activities
- where possible, to use facilities and services in the community
- to develop relationships without exploitation or coercion
- to the full protection of the law
- to be protected from all forms of abuse and from the fear or threat of abuse
- of access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being
- to supportive intervention to promote positive behaviour and to protect them from harm
- of access to suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- to financial support sufficient to maintain their quality of life
- to have links with home and family promoted and maintained
- to positive recognition of cultural and religious diversity.

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 provision we make for our youngsters.

All forms of bullying are unacceptable and are not tolerated, at all, at Cambian Spring Hill School. Young people, parents and carers are advised on our policy of bullying on admission. Incidents are managed robustly through restorative intervention.

4. Education

Details of Provision to Support Children with SEN

At Cambian Spring Hill School, the curriculum is constantly reviewed; this is because leaders respond to the needs of each individual, allowing them to thrive academically, socially, emotionally and culturally. The curriculum is organised in such a way that it provides learners with the opportunity to develop expected behaviours and be successful in their learning. School staff aim to provide opportunities for all learners so that they may develop as independent, confident and successful individuals who know how to make a positive contribution to their community. This is achieved by providing a broad and balanced offer based on elements of the National Curriculum for those of compulsory school age and study programme for Post-16 learners. Formal learning is blended with opportunities for learners to develop functional skills and levels of independence and vocational and enterprise skills. There is a strong focus upon developing learners' moral, spiritual, social and cultural understanding and staff work tirelessly to prepare children and young people for life in Modern Britain.

The school provides a highly inclusive environment where the overwhelming majority of learners engage with their bespoke programmes of education. Learners, across the ability range, are helped to achieve their personal best and higher functioning individuals receive appropriate levels of stretch and challenge so that they can access learning opportunities that meet their aspirations and academic ability. Some children and young people have complex needs and significant gaps in their learning and are allocated 1:1 targeted support to embed skill, develop at their own pace and simply learn in a style that best suits their individual needs.

Dual Registration

In order for individuals to achieve, we offer a structured, broad, balanced curriculum within a calm, consistent, and purposeful environment.

Throughout the age range, practical skills such as cooking, caring for the home and self-care are taught alongside and through academic subjects, with a particular emphasis on vocational life skills at post-16. Our Quality of Life™ programme, acknowledges progress in relation to the development of independent life skills and engages parents and carers as part of the curriculum in order to monitor improvements of behaviours in the family home. Young people have opportunities to develop enterprise activities via the Princes' Trust Achieve programme of learning. Previously, our young people have enjoyed community learning opportunities such as bag-packing, litter-picking to raise money to enhance the local library's 'autism space' and developed links with an elderly person's home in the locality.

Children and young people have access to a number of specialist classrooms; these enable bespoke learning opportunities in the context of providing those learning experiences that could not be readily provided in the individuals own classroom. These include; DT workshop, Food Studies, Art room, Music room and an ICT Suite.

Spiritual, Moral, Social and Cultural Education as well as Sex and Relationship Education are taught as part of the curriculum. Multi-faith and cultural festivals are celebrated throughout the year and Citizenship is promoted by providing our young people with opportunities, such as our Spring Hill Show Case days, to feel part of a community and to have a voice. The individuals are consulted on a regular basis on a range of subjects. A variety of methods are used including; questionnaires and forums. School council meetings provide the learners with opportunities to have their say at any time.

Weekly Reports are sent to parents and authorities on progress achieved. Comprehensive end of term reports detail progress from baselines and detail attainment and accreditation achieved. Students are actively engaged in setting their own weekly targets which align to their EHCP or focus upon developing a particular area of concern that they may need targeted support with.

All individuals at Cambian Spring Hill School have the opportunity to work towards various forms of accreditations e.g. GCSE's, Entry Level awards, BTEC Awards, Prince's Trust, Functional Skills, and stepping stone qualifications such as AQA Unit Awards.

5. Enjoy and Achieve

How we ensure the young people enjoy and achieve

Young people are encouraged to follow any hobbies or interests they already have and will be encouraged to develop new interests.

We provide a wide range of physical pursuits on and off campus and facilitate involvement in local sport and recreation facilities e.g. swimming, drama, dance lessons, music lesson and youth club.

Our young people are encouraged to develop independence skills through the Quality of Life™ programme and each has an activity passport which details 100 activities that they are encouraged to engage in during their time at Cambian Spring Hill School.

We facilitate trampolining using the school sports hall, and we have an outdoor gym for all to use, weather permitting.

Some young people enjoy dining out, going to cinemas, bowling alleys, ice skating or visit local places such as Newby Hall Gardens, Studley Royal, Harewood House, etc. however the COVID-19 pandemic has temporarily restricted some of these activities. Lightwater Valley Theme Park is just a mile from the campus and we hold season tickets to support visits as a reward in school.

For young people staying during the school holidays, we plan trips to London, Edinburgh or other places of interest. In order to stay safe during the pandemic, young people visit the coast or outdoor areas of interest such as Brimham Rocks or Fountains Abbey

All visits, trips and activities are planned in conjunction with the young people. We celebrate a range of cultural events through a broad range of activities, such as Remembrance Day and Easter.

We celebrate birthdays according to young people's wishes and hold a school Christmas disco in December, and a school prom in July, where parents/carers and family friends are invited to celebrate the fantastic achievement of their son or daughter.

Our young people are encouraged to participate in as many activities as they feel able.

We work with positive behaviour towards social inclusion.

6. Health

Arrangements to Protect and Promote Health

We provide advice appropriate to the age and understanding of each individual young person.

All young people are asked to have a medical check following their confirmation of placement and as part of registering with our GP. We use North House Surgery in Ripon. The Surgery asks for a temporary registration for the first six weeks of a young person's stay at the home.

The GP offers a house call if a young person is ill and unable to attend the surgery. We encourage our young people to make routine appointments when needed and staff will support young people in keeping and attending the appointment.

Each young person is registered with a dental practice that can meet their needs and the school as a whole use Specsavers for optician appointments.

Each young person has a Personal Health Booklet and Hospital Passport which notes all aspects of health and care needs as well as appointments attended.

Prescribed medication is stored in medication rooms and locked medical cabinets with a separate compartment and register for controlled medication. Staff receive appropriate training with respect to safe management of medication.

Non-prescribed drugs are stored and given in accordance with the instructions provided by NHS North Yorkshire. Parents/carers/social workers sign medication and administration permissions for non-prescribed, prescribed and controlled medication.

The aim is for young people, where possible, to be self-administering medication when they leave Beeches Cottage.

We have a service level agreement with Day Lewis Pharmacy at their Ripon location, who deliver monthly medication in labelled blister packs. Medication is administered and recorded by staff following our medication administration policy and practice guidance. Day Lewis conduct a yearly monitoring Quality Assurance visit. All staff administering medication are trained in-house on the administration of medication and can be trained in medication which needs specialist knowledge.

We request separate protocols from specialist consultants that covers administration of emergency medication i.e. medication for epilepsy or diabetes.

Depending on the young person and their care plan, a key worker will discuss particular issues either individually or in a group. This could be relation to relationships, keeping themselves safe, sexual health, substance abuse, smoking or healthy eating.

We are a non-smoking campus and have a smoking policy aimed at smoking cessation for any young person who might have a smoking habit on admission.

During term time, Monday to Friday, all young people have access to a school lunch, which several options for main meals as well as the choice of baked potato and a salad bar.

The school lunch follows the DfE "Healthy Schools" guideline. Young people in Beeches Cottage are encouraged to plan and cook meals either for themselves or for the house. We provide food to meet special dietary requirements such as vegetarian, gluten free, cultural or diabetic.

Staff encourage and support individuals to maintain good personal hygiene at all times. They are encouraged to bathe or shower daily and individuals have access to a range of toiletries to meet their needs. Staff support individuals with personal care as appropriate and toileting programmes are developed to include brushing of teeth.

Details of the qualifications and professional supervision of staff involved in providing healthcare or therapy

Integrated Clinical Services at Cambian Spring Hill School include speech and language therapy, occupational therapy and clinical psychology. In addition, there is also consultative input from the local Child and Adolescent Mental Health Service (CAMHS).

The clinical services team work as integral part of the Cambian Spring Hill School multi-disciplinary team to support young people's skills through:

- Contributions to whole school target setting
- Working collaboratively with key staff across the school/ care environment
- Maximising opportunities to engage in all activities across the curriculum
- Supporting the therapeutic environment across the curriculum
- Establishing clinically informed practice across care and education settings

The team work collaboratively to monitor progress, identify further areas of work and relevant strategies which can be implemented through the curriculum and in the care setting. The Clinical Team lead on Spot Light meetings where colleagues review positive behaviour and risk intervention plans (PBRIP).

Clinical Services input is provided (where appropriate and in line with statutory needs) during term time in education and residential care setting. Our Clinical Psychologist often supports parents/carers by offering confidential guidance and advice in an effort to help the consistent management of potentially challenging behaviours when young people visit their family home.

Our Clinical Psychologist receives regular peer supervision with two Psychologists specialising in Child & Adolescent and neurodevelopmental difficulties in line with regulatory body guidance BPS and HCPC. She undertakes the supervision of the PBS interventions of the Mental Health Practitioner (MHP) here at Spring Hill School. The MHP Line management is undertaken by the Mental Health Lead for this region, Kerry Webster who also supports the SaLT and OT.

7. Positive Relationships

The arrangements for promoting contact between children, their families and friends

We make every effort to encourage young people to keep in contact with family, carers and friends. We offer support if the contact is difficult and we can provide supervised contact arrangements if this is required.

We encourage young people and families to arrange weekend visits home where possible or, if not, for the family to visit Beeches Cottage. We support young people to make journeys home by public transport with the aim to travel home independently.

All arranged family time is recorded as part of the monthly case management report, written by key workers which are then sent to parents, carers, and social workers where applicable.

We encourage phone calls home and offer free calls for our young people using school phones. Some young people have their own mobile phones or electronic equipment and we

support the appropriate use of phones/equipment. We remind young people about safe use of their mobile phones to include cyberbullying.

Personal mail received that is addressed to the young people is confidential and support is provided by staff to assist young people to read letters if they wish so. Staff are not at liberty to open mail or parcels addressed to the young people.

We invite parents to a Leavers' Assembly and Show Case days at the end of each term as well as review meetings. Parents/carers are welcome to visit site on evenings and weekends and we ask for their views and comments by way of a formal questionnaire. We take feedback seriously and act upon advice/requests, if appropriate. During the current pandemic, we are adopting strict visiting protocol and there are times when visits are undertaken at Hawthorns Cottage on site to reduce risk.

All staff understand their statutory duties in relation to Keeping Children Safe in Education and Working Together to Safeguard Children. There are 7 staff trained to Level 3 as Designated Safeguarding Leads, who ensure the young people are kept safe from harm.

8. Protection of Children

The Homes approach to Monitoring and Surveillance of Children

There are night-time alarms on external doors to ensure the safety and wellbeing of the young people. Bedroom door alarms can be used; however, this will be individually risk assessed, and consented to prior to the use of any surveillance monitoring.

There is CCTV located externally on Pines school building, directed towards the visitor's car park and the main driveway. This has been installed to ensure additional safeguards are in place on site due to the rural surroundings.

The Homes approach to Behavioural Support

Following statutory guidance of the DfE in Keeping Children Safe in Education 2020 which states:

"127. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom."

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

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

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

Restraint is last resort and only when all other methods have failed.

Our behaviour management frame work and supporting guidance are discussed with parents/carer's and placement representatives during the admission process. Staff are trained in MAPA which is a behaviour support technique used across the home and in school.

Each young person will have an Individual Risk Assessment and Positive Behaviour Support Plan completed prior to admission to ensure all risks assessed and planned for. These planes are reviewed regularly and always following an incident to ensure risks are minimised.

Management of Restraint and Physical Intervention

Our client group includes those who often exist in highly anxious states and can find communication difficult. This can lead to some individuals exhibiting extreme behaviours, which are often physically challenging. We have a strong ethos of positive intervention and deflection as well as a detailed policy on the use of physical management.

All incidents involving individuals and any physical support used are analysed via debriefs and detailed reports are recorded. Each individual has an agreed Positive Behaviour Support Plan and Individual Risk Assessment. All staff are trained in MAPA which teaches pro-active strategies as well as reactive, as a last resort, to support individuals.

Staff follow:

- Cambian Spring Hill School Child Protection & Safeguarding Policy
- Local Safeguarding Board guidance and Going Missing policy from NYCC LA
- Cambian Spring Hill School Missing from Care Policy
- Data protection and information sharing guidance
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Code of Conduct

Staff sign a declaration to say they have read and understood our local polices.

Regular safeguarding updates are provided to raise staff awareness of child abuse and child protection issues. The Principal attends three annual NYSCB Education Focus Groups to network with external colleagues regarding local, regional, and national agendas.

We have good working relationship with North Yorkshire Local Authority Designated Officer (LADO). Phone numbers for the LADO team can be obtained on request from our reception.

When a young person leaves the home without permission, staff will ensure appropriate action is taken in line with the young person's Individual Risk Assessment and Positive Behaviour Support Plan. We will contact relevant outside agencies to discuss actions to be taken forward. Young people who leave site unexpectedly have a Missing Person Protocol in place which is shared with the local Police in order to robustly manage the safe return of missing individuals. These plans are shared with parents/carers and other professionals.

Restorative consequences for actions can be used as a positive learning when young people's behaviour deem this necessary. We have a duty to act as "a good parent" and to encourage responsible and safe behaviour. We ensure that the consequences are proportionate, reasonable, and necessary. Actions are recorded alongside the young person's views, and young people are offered the opportunity to talk to an advocate or independent person.

All staff receive formal behaviour management training in MAPA; a holistic recognised method of behaviour management. Staff are trained in house by a trained person and will be assessed during training for ability, attitude, and knowledge.

All physical interventions are reviewed by a manager and monitored through a Quality Assurance system. A manager will talk to the young person following physical intervention to get their views and will offer the young person the opportunity to speak to their advocate or other independent person, should they so wish.

Staff follow a comprehensive Incident flow chart and checklist, which is complemented by a Critical Incident Reflection with management following each incident to ensure robust internal monitoring and management oversight.

9. Leadership and Management

Details and work address of Registered Provider, Responsible Individual, and Registered Manager

The Registered Provider

Cambian Autism Services Ltd.
Metropolitan House, 3 Darkes Lane
Potters Bar
Hertfordshire
EN6 1AG
Tel: 0208 735 6150

The Interim Responsible Individual

Samantha Campbell
Cambian Spring Hill School
Palace Road
Ripon
HG4 3HN
Tel: 01765 603320

The Registered Manager

Romuald Stysial
Cambian Spring Hill School
Palace Road
Ripon
HG4 3HN
Tel: 01765 603320

Chair of Governors'

Naseem Akhtar
Metropolitan House, 3 Darkes Lane
Potters Bar
Hertfordshire
EN6 1AG
Tel: 0208 735 6150

Details of Qualification and Experience of Care Staff

Position	Name	Experience	Qualification	Gender
Principal / Interim RI	Samantha Campbell	Has worked in Specialist Education for 21 years (Since 2000)	BA Education NLE (2016) DSL L3 NPQH	F

Care

The Acorns

Head of Care	Rebecca Sharp	Has worked in Residential Care Since 2004	NVQ L5 Leadership for Health & Social Care – Children & Young People	F
House Manager	Matthew Youngson	Has worked in Residential Care Since 2020	Working towards NVQ L5 Leadership for Health & Social Care Certificate of higher education working with children and young people NVQ L5 Leadership for Health & Social Care NVQ L3 Diploma Children and Young People CACHE L2 Understanding Autism	M
House Manager	Claire Roberts	Has worked in Residential Care Since 1998	NVQ L3 Health & Social Care- Children & Young People CACHE L2 Understanding Autism CACHE L2 Awareness of Mental Health	F
Team Leader	Dave Brown	Has worked in Residential Care Since 2012	NVQ L3 Health & Social Care – Adult Certificate Principals of Team Leading L2	M
Team Leader	Janine Mellor	Has worked in Residential Care Since 1989	NVQ L4 Health & Social Care CACHE L2 Understanding Autism	F
Residential Support Worker	Anthony Deighton	Has worked in Residential Care Since 1994	NVQ L3 Caring for Children and Young People	M
Residential Support Worker	Annicc Fishburn	Has worked in Residential Care Since 2021	BSc Geography and Environmental Science BA Education Studies (First Class with Honours)	F
Residential Support Worker	Mia Hirst	Has worked in Residential Care Since 2020	OCR Level 3 Diploma in Health and Social Care	F
Residential Support Worker	Vanessa McLellan	Has worked in Residential Care Since 1998	NVQ L3 Preparing to work in Adult Care	F

			NVQ L3 Health & Social Care – Adults NVQ L2 Health and Social Care	
Residential Support Worker	Sarah Pentith	Has worked in Residential Care Since 2021	GCSE	F
Residential Support Worker	Chantelle Robson	Has worked in Residential Care Since 2015	BSc Health Informatics	F
Residential Support Worker (Nights)	Dwight Brown	Has worked in Residential Care Since 2020	CACHE L2 Understanding Autism BSc Hons. Leisure Management	M
Residential Support Worker (Nights)	Sophie Gibb	Has worked in Residential Care Since 2016	Dip. L3 (Working Towards) L2 Health & Social Care – Children & Young People	F
Residential Support Worker (Nights)	Jane Henderson	Has worked in Residential Care Since 1973	NVQ L3 Health & Social Care – Adults with Learning Disabilities	F
Residential Support Worker (Nights)	Cara Morgan	Has worked in Residential Care Since 2011	NVQ L3 Health & Social Care – Adults	F
Residential Support Worker (Nights)	Mary Steele	Has worked in Residential Care Since 1986	NVQ L3 Health & Social Care – Adults CACHE L2 Understanding Autism	F
Residential Support Worker (Nights)	Brenda Taylor	Has worked in Residential Care Since 1984	NVQ L3 Health & Social Care – Adults CACHE L2 Understanding Autism	F
Residential Support Worker (Nights)	Emma Thompson	Has worked in Residential Care Since 2007	Dip. L3 (Working Towards)	F

Beeches Cottage

Head of Care	Rebecca Sharp	Has worked in Residential Care Since 2004	NVQ L5 Leadership for Health & Social Care – Children & Young People	F
Residential Manager	Romuald Stysial	Has worked in Residential Care Since 2009	NVQ L5 Leadership for Health & Social Care- Adults NVQ L3 Health & Social Care – Adults with LD NVQ L2 Health & Social Care CACHE L2 Understanding Autism	M
House Manager	John Curtis	Has worked in Residential Care Since 1998	Working towards NVQ L5 Leadership for Health & Social Care NVQ L3 Health & Social Care - Adult CACHE L2 Awareness of Mental Health IOSH	M
Team Leader	Dave Brown	Has worked in Residential Care Since 2012	NVQ L3 Health & Social Care – Adult Certificate Principals of Team Leading L2	M

Team Leader	Bethan Cross	Has worked in Residential Care Since 2019	Dip. L3 (Working Towards)	F
Team Leader	Alexander Love	Has worked in Residential Care Since 2020	BSc Hons. Applied Sports & Exercise	M
Team Leader	Alison Smithson	Has worked in Residential Care Since 2000	NVQ L3 Health & Social Care – Children CACHE L2 Counselling Skills CACHE L2 Principles of Team Leading CACHE L2 Understanding Autism	F
Residential Support Worker	Tracey Acaster	Has worked in Residential Care Since 2016	Dip. L3 (Working Towards) CACHE L2 Understanding Autism	F
Residential Support Worker	Diane Cromarty	Has worked in Residential Care Since 2009	NVQ L3 Health & Social Care – Children Fda Supporting Learning and teaching CACHE Level 2 Counselling skills CACHE L2 Awareness of Mental Health CACHE L2 Understanding Autism CLAIT Level 1 & 2	F
Residential Support Worker	Leah Drake	Has worked in Residential Care Since 2021	Dip. L3 (Working Towards) L3 Extended Diploma Uniformed Public Services	F
Residential Support Worker	Mary Hudson	Has worked in Residential Care Since 2011	NVQ L3 Health & Social Care – Adults CACHE L2 Understanding Autism	F
Residential Support Worker	Kirsty Nicholas	Has worked in Residential Care Since 2021	BTEC L2 Health & Social Care	F
Residential Support Worker	Peter Murphy	Has worked in Residential Care Since 1998	Dip. L3 (Working towards)	M
Residential Support Worker	Chantelle Robson	Has worked in Residential Care Since 2015	BSc Health Informatics	F
Residential Support Worker	Patricia Stephenson	Has worked in Residential Care Since 2009	NVQ L3 Health & Social Care – Adults	F
Residential Support Worker	Deborah Swan	Has worked in Residential Care Since 2009	NVQ L3 Health & Social Care – Adults	F
Residential Support Worker	Charlotte Walker	Has worked in Residential Care Since 2009	NVQ L3 Health & Social Care – Children and young people CACHE L2 Awareness of Mental Health CACHE L2 Understanding Autism BA Psychology & Criminology	F
Residential Support Worker (Nights)	Holly Bower	Has worked in Residential Care Since 2008	L3 NVQ Certificate in Management L3 NVQ Health & Social Care – Adults L2 NVQ Health & Social Care	F
Residential Support Worker (Nights)	Joe Cheshire	Has worked in Residential Care Since 2001	Diploma L3 for Residential Childcare	M
Residential Support Worker (Nights)	Daniel Forry	Has worked in Residential Care Since 2018	NVQ L3 Understanding the development of Children & Young People in Residential Care	M

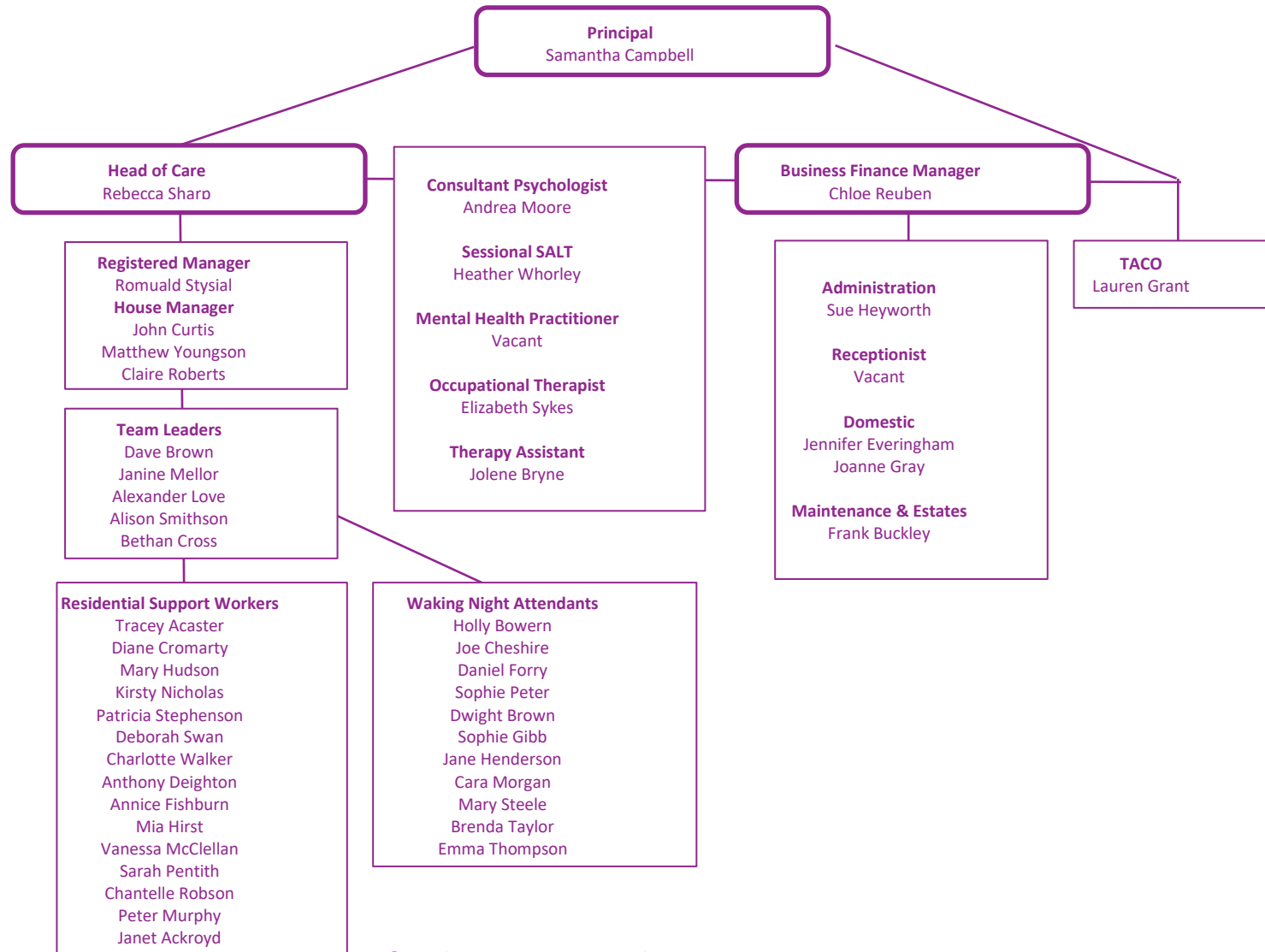
Residential Support Worker (Nights)	Sophie Peter	Has worked in Residential Care Since 2019	BA Spanish Language, Literature, and Cultures BA Arabic Studies	F
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Clinical

LOCUM Clinical Psychologist	Andrea Moore	Has worked in Psychology Since 1996	Post MSc Diploma Counselling Psychology MSc Counselling Psychology BSc (Hons) Psychology & Communications	F
LOCUM Speech & Language Therapist	Heather Whorley	Has worked in Speech & Language Therapy since 2008	PEQ	F
Occupational Therapist	Elizabeth Sykes	Has worked in Occupational Therapy Since 2011	Occupational Therapy BSc (Hons)	F
Therapy Assistant	Jolene Byrne	Has worked in Residential Care since 2021		F

Staff and Management Structure of Cambian Spring Hill School

Beeches Cottage



Professional Supervision Arrangements for Staff, Educators and Health Care Professionals

Beeches Cottage is managed by the Cambian Group. Every member of staff, prior to commencing work, completes an initial 2-week induction which includes time set aside for observation of working practice and completion of Induction E-learning and Safeguarding training. During induction, staff spend some time in the school setting in order to develop a better understanding of the young person and to form positive working relationships with them.

There is a robust supervision policy in place. All staff with case management are supervised by a manager or Team Leader. Sessions take place every 6-8 weeks ensuring it meets the working reality of the service taking into account annual leave, shift patterns and school terms.

It is a requirement for care staff to have or work toward QCF Level 3 in Children's and Young People's Workforce following the successful completion of their 6-month probationary period.

When staff members initially start employment, they are placed on a 6-month probationary period; following their confirmation in post, they then continue to receive regular supervision and appraisal in line with Cambian policy.

Gender Status of the Home and Positive Role Models

Staff working at Beeches Cottage are of a balanced gender mix. All staff are trained and supported to present as positive role models. Staff are blended in teams across residential and education settings, with female staff leading on supporting all female students with personal care where appropriate.

10. Care Planning

Admission Process

The majority of individuals are referred and placed by their Local Authorities, often supported by Social Services and sometimes Health Services. Occasionally, parents/carers approach us directly in relation to seeking a placement. During the referral process, consideration is given to how young people will adapt to the new environment and how the service can meet the needs of the individual, taking into consideration the impact on other young people accommodated at Beeches Cottage.

Prospective individuals are assessed initially in their own setting by senior staff.

All individuals will be assessed by our Assessment/Referral Team, which includes the Principal, Head of Care, Registered Manager and members of the Senior Leadership Team; against the Cambian Spring Hill School admission criteria/policy. Admissions and Transitions are comprehensively supported by our Admissions and Transitions Coordinator who also acts as a single point of contact during these processes, supported by the Registered Manager. A comprehensive Referral Impact Assessment is completed as part of this process.

Visits from prospective parents and representatives of placing authorities are always welcome at any time although the COVID19 situation means that virtual visits may be obligatory. We have a detailed Admissions Policy, which is reviewed annually and available on request. Our legal age of admission is from age of 8 up to 17.5 years old.

Emergency Admissions

Beeches Cottage does not provide respite care or emergency admissions.