

# Statement of Purpose for Cambian Spring Hill School The Acorns



Cambian Spring Hill School – The Acorns

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## 1. Organisational Overview

### Our Vision

Together, Everyone Achieves More

To establish a community where mutual respect and working interconnectedly enables children 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 – The Acorns (“The Acorns”) 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 The Acorns is to prepare our children for adulthood; we want them to thrive and live happy and safe lives. It is our duty to support our children to reach their full academic potential; equally we want them to develop character, resilience and levels of independence, alongside their studies. We believe that experiences and activities, outside the classroom, provide fantastic incidental learning opportunities that often complement classroom-based education.

The Acorns is a community and our children learn as much from each other as they do from the people supporting them. We want all of our children 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 children’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

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

The Acorns 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 children, male and female, aged 12-19 years. The oldest child we will admit will be no older than 17.5 years of age. We look after children with a primary diagnosis of ASD in 38-week and 52-week placements who are working towards semi or full independence, in our or dual occupancy self-contained apartments.

Our children 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. Acorns Cottage does not provide for children and children with overriding 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 children). We currently have residential support night workers and 'sleep in' staff depending on the needs of the children.

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

### Ethos of the Home (Progressing Outcomes)

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



achieve this by developing strong working relationships with children 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 The Acorns is to enable each and every young person to achieve their personal best; we work in tandem with children, their families, and other professionals to ensure that their needs, wishes, and feelings are met. In addition, this setting is focused on supporting children to develop their independence skills by living in self-contained flats either on their own, or with another young person. Opportunities to socialise and relax are fundamental and Acorns 'Hub' provides a space for youngsters to listen to music, watch movies and have quiz nights, etc.

The relationship between staff and children is at the heart of our approach. Our multi-disciplinary approach is integrated across all settings, giving children 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 children are consulted about all aspects of their care through the Care Annual Review, monthly case management reports by keyworkers, LAC/PEP 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 is expected to access school or college and is supported via bespoke timetables and learning opportunities. Sometimes, transition to school for some of our children takes longer, especially if they have been out of education 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; this is administered via the schools iSTART Programme.

Some of our children 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 children 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.

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 children are permitted to do so.

Our Regulation 44 Independent Person is appointed by the National Youth Advocacy Service (NYAS) 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 children 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 The Acorns, 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 Children Safe in Education, DfE September 2022. Managers are required to read all of the document.



### Description of Accommodation

Spring Hill School has existed since 1950. It was previously owned and operated by Barnardo's, and ownership transferred to The Cambian Group in January 2016. A major refurbishment took place of the Children's Home in 2021/2022.

The accommodation consists of 3 self-contained apartments; 1 dual apartment on the ground floor, and 2 dual occupancy apartments on the first floor. The first floor is accessed via a flight of stairs. Each apartment is spacious, well equipped and provides a homely environment, specifically designed to meet the needs of children who benefit from a shared living experience. Dynamic risk assessments are carried out on the environment to ensure the safety of our children and impact risk assessments help us to plan for safe, happy and enjoyable experiences for everyone.

There is also a staff office on the ground floor, and a medication room for those not self-administering their medication.

Each apartment has a kitchen area, a bathroom, shower room and bedrooms. Living spaces and bedrooms are furnished in consultation with individuals and family wishes according to unique needs and tolerance levels prior to, or shortly after admission.

Children are encouraged to personalise their rooms, and will be consulted with regularly about the décor and facilities.

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

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.

Children and staff at The Acorns 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 Acorns Cottage at the owner's risk.



## Location of the Home

Acorns Cottage is located on the grounds on Spring Hill School, on the outskirts of Ripon. 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 children 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 children 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.

Acorns 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

The Cambian Group 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 Acorns, 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 children to maintain links with their faith and will support our children 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 children 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 children reach their full potential. Some of our children join locally run clubs, with the support of their parents/carers (if appropriate) and staff members. However, external clubs are limited therefore, the Acorns 'Hub' provides a safe space for children to entertain and relax. The school has its own fleet of vehicles to facilitate off-site activities.

Staff encourage children to cycle around site or camp in the open spaces (weather permitting) so that they can enjoy the fresh air. Our outdoor gym and a ground-level trampoline are always popular and provide youngster with options around exercise and maintaining a healthy lifestyle. Children are also encouraged to access a range of leisure facilities from local swimming pools and fitness centres and enjoy trips to the cinema as well as areas of interest across the wider county.

The Cambian Group has comprehensive procedures in place to monitor and audit the level of care provided at The Acorns. 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 needs of each child. Communication with parents/carers is robust and The Acorns prides itself on working in partnership with close family members.

### Complaints

The Cambian Group 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 are available upon request and can be found on our website.

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

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

A child and their representative can, at any time, contact OFSTED to raise a complaint.

### **Ofsted**

Tel: 0300 1231232

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

Acorns Safeguarding and Child protection policy can be accessed by request during your visit to the home, or alternatively by contacting the Registered Manager or Responsible Individual on 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 children to feel valued, promote their rights and involve them in making plans for their future. The school's independent careers advisor advises children accordingly.

Our children 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 children receive copies of reports for their meetings with an invitation to attend if they want to.

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

We are committed to the fact that children have a right to live in a safe supportive and stimulating home where the environment is clean, well maintained and meets their needs. Our children 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 children'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 children 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 children 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. Children, 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 children 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 children 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. In October 2021, the school underwent a full inspection where OfSTED judge the overall effectiveness service to be 'Good' with 'Outstanding' for Personal Development. A copy of the inspection report can be accessed here: [10202196-Cambian-Spring-Hill-Published-Report.pdf \(cambiangroup.com\)](https://www.cambiangroup.com/10202196-Cambian-Spring-Hill-Published-Report.pdf)

In order for individuals to make best progress at school, 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. Children have opportunities to develop enterprise activities via the Princes' Trust Achieve programme of learning. Previously, our children 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 children 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 children 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 and end of term 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 children enjoy and achieve

Children 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 children are encouraged to develop independence skills through the Quality of Life™ programme which supports children to identify areas where they feel they need to develop and improve. These could be in areas such as developing an understanding around personal finance or developing skills to interact with others more confidently.

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

Some children enjoy dining out, going to cinemas, bowling alleys, ice skating or visit local places such as Newby Hall Gardens, Studley Royal, Harewood House, etc. 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 children staying during the school holidays, we plan trips to London, Edinburgh or other places of interest.

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

We celebrate birthdays according to children'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 children 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 children 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 children to make routine appointments when needed and staff will support children 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 children, where possible, to be self-administering medication when they leave The Acorns.

We have a service level agreement with Boots Pharmacy in Harrogate, who deliver monthly prescriptions. Medication is administered and recorded by staff following our medication administration policy and practice guidance. 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 children 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. Children in their homes 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 children'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 assessment plans.

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 children 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 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. The school's Student Support and Wellbeing Officer assists with helping children who may be struggling with a particular issue; this can be through 1:1 discussion or advising staff on tailored approaches of support.

## 7. Positive Relationships

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

We make every effort to encourage children 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 children and families to arrange weekend visits home where possible or, if not, for the family to visit The Acorns. We support children to make journeys home by public transport with the aim to travel home independently.

All contacts are 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 children using school phones. Some children have their own mobile phones or electronic equipment and we support the appropriate use of phones/equipment. We remind children about safe use of their mobile phones to include cyberbullying. We expect parents/carers to support us with our online safety expectations and have individual arrangements in place to ensure our safeguarding measures are not compromised. Our IT support line monitors all internet usage 24/7 and will alert of any unusual activity. Staff understand that vulnerable children are more at risk



from online grooming and therefore undertake regular CPD to maintain their knowledge base.

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

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 to reduce risk. Hawthorns is a detached building on the Cambian Spring Hill School site.

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 children 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 children. Bedroom door alarms can be used; however, this will be individually risk assessed, and consented to prior to the use of any surveillance monitoring.

### The Homes approach to Behavioural Support

Following statutory guidance of the DfE in Keeping Children Safe in Education 2022 which states:

"163". There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and children. 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'.

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 Positive Behaviour Management framework, underpinned by therapeutically informed strategies, and supporting guidance are discussed with parents/ carer's and placement

representatives during the admission process. Each young person will have an Individual Risk Assessment and Positive Behaviour Risk Intervention Plan completed prior to admission to ensure all risks assessed and planned for. These plans 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 can be physically challenging or threatening. 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 on Behaviour Watch. Each individual has an agreed Positive Behaviour Risk Intervention Plan (PBRIP) and Individual Risk Assessment. All staff are trained in 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 Partnership 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 2022
- Code of Conduct

Regular safeguarding updates are provided to raise staff awareness of child abuse and child protection issues. The Principal, who is also the Responsible Individual, and school DSL attend three annual NYSCP Education Focus Groups to network with external colleagues regarding local, regional, and national agendas; staff receive regular NYSCP bulletins. The School DSL attends North Yorkshire MACE meetings and cascades appropriate information to Registered Managers and the Head of Care to inform their practice.

We have a positive 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 PBRIP. We will contact relevant outside agencies to discuss actions to be taken forward. Children 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. Children are always offered an independent person to talk to after going missing and plans and relevant information is shared to support any concerns or worries the individual may have.

Consequences for actions can be used as a positive learning experience when children's behaviour is unacceptable. We have a duty to act as a "good parent" and to encourage responsible and acceptable behaviour. We ensure that the consequences are proportionate,

reasonable, and necessary. It is therefore important these consequences are presented in the form of Restorative Practice. Here children can consider the impact of their behaviour and how they can repair and 'damage' done.

Actions are recorded alongside the young person's views, and children are offered the opportunity to talk to an advocate or independent person.

All staff receive formal behaviour management training in CPI; 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.

## 9. Leadership and Management

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

#### **The Registered Provider**

Christopher Strong (MD) c/o Cambian Autism Services Ltd.  
Metropolitan House, 3 Darkes Lane  
Potters Bar  
Hertfordshire  
EN6 1AG  
Tel: 0208 735 6150

#### **The Responsible Individual**

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

#### **The Registered Manager**

Matthew Youngson  
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 Staff

Position	Name	Experience	Qualification	Gender
Principal/ Responsible Individual	Samantha Campbell	Has worked in Specialist Education for 21 years (Since 2000)	BA Education (1992) NLE (2016) DSL L3 NPQH (2006)	F

### Care

Registered Manager	Matthew Youngson	Has worked in Residential Care for 3 years (Since 2018)	NVQ L 4 Health & Social Care -started Level 5 in Leadership & Management	M
Team Leader (Nights)	Dave Brown	Has worked in Residential Care for 9 years (Since 2012)	NVQ L3 Health & Social Care – Adult Certificate Principals of Team Leading L2	M
Team Leader	Bethan Cross	Has worked in Residential Care for 2 years (Since 2019)	NVQ 3 Health & Social Care	F
Team Leader	Alison Smithson	Has worked in Residential Care for 21 years (Since 2000)	NVQ L3 Health & Social Care – Children	F
Residential Support Worker	Peter Murphy	Has worked in Residential Care for 23 years (Since 1998)	Dip. L3 (Working towards) CACHE L2 Understanding Autism	M
Residential Support Worker	Sarah Harris	Has worked in Residential Care for 12 years (Since 2010)	Education and Care Level 5 Cache Diploma Level 3 Specialist Support for Teaching in schools	F
Residential Support Worker	Isla Byers	Has worked in Residential Care for 2 years (Since 2020)	CACHE L2 Understanding Autism	F
Residential Support Worker	Lisa Ward	Has worked in Residential care for 11 years.	CACHE L2 Understanding Autism	
Residential Support Worker	Tracey Acaster	Has worked in residential care since 2016	Registered for Dip L3 – working in progress CACHE L2 Understanding Autism	F
Residential Support Worker	Sophie Gibb	Has worked in Residential Care for 5 years (Since 2016)	L2 Health & Social Care – Children & Children CACHE L2 Understanding Autism	F

Residential Support Worker (Nights)	Katie Beadle	First role in Residential Care (Since 2023)	L2 NVQ Health & Social Care	F
Residential Support Worker (Nights)	Jane Henderson	Has worked in Residential Care for 48 years (Since 1973)	NVQ L3 Health & Social Care – Children	F
Residential Support Worker (Nights)	Cara Morgan	Has worked in Residential Care for 10 years (Since 2011)	Dip. L3 (Working Towards)	F
Residential Support Worker (Nights)	Mary Steele	Has worked in Residential Care for 35 years (Since 1986)	NVQ L3 Health & Social Care - Adults	F

### Clinical

Clinical Psychologist	Andrea Moore	Has worked in Psychology for 25 years (Since 1996)	Post MSc Diploma Counselling Psychology MSc Counselling Psychology BSc (Hons) Psychology & Communications	F
Speech & Language Therapist	Heather Whorley	Has worked in Speech & Language Therapy for 13 years (Since 2008)	PEQ	F
Mental Health Practitioner	Vacant			
Occupational Therapist	Elizabeth Sykes	Has worked in Occupational Therapy for 10 years (Since 2011)	Occupational Therapy BSc (Hons)	F
Therapy Assistant	Jolene Byrne	Has worked in Residential Care since 2021		F

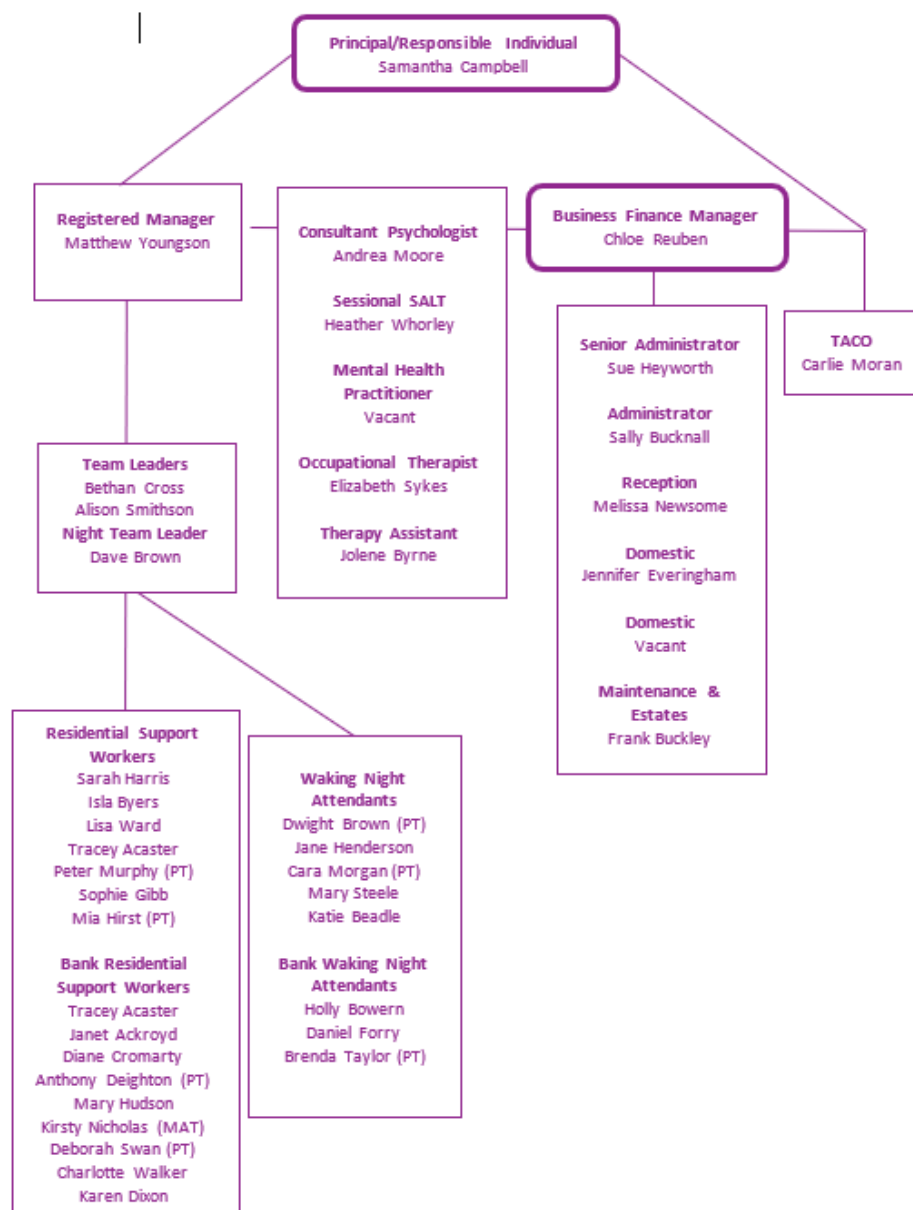
### Support

Business Finance Manager	Chloe Reuben	Has worked in Finance Since 2013	A-Levels	F
Senior Administrator	Sue Heyworth	Has worked in administration Since 2008	NVQ L3 Caring for Children and Young People NVQ L3 Business & Administration CACHE L2 Principles of Team Leading	F
Administrator	Sally Bucknall	First role within a school	NVQ L3 Business & Administration	F
Admission & transition	Carlie Moran			F

Receptionist	Melissa Newsome	First role within a school	GCSE, BTEC Performing Arts	F
Domestic Assistant	Jennifer Everingham	Has worked in Domestic Services Since 2018	GCSE	F
Domestic Assistant	Vacant			
Cook	Paula Murphy	Has worked in Catering Since 1987	NVQ L3 Food Safety & Hygiene	F
Assistant Cook	Donna Rimington	Has worked in Catering Since 2003	NVQ L3 Food Safety & Hygiene	F

## Staff and Management Structure

### The Acorns





## Professional Supervision Arrangements for Staff, Educators and Health Care Professionals

The Acorns 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 care setting in order to develop a better understanding of the young person and to form positive working relationships with them.

All team leaders or Senior support workers are supervised by a manager. Sessions take place every 6-8 weeks ensuring it meets the working reality of the service considering annual leave, shift patterns and school terms.

Residential support workers and ancillary staff are supervised by team leaders or managers.

The school has a robust supervision policy in place, which is in line with Cambian policy.

It is a requirement for care staff to have or work toward QCF Level 3 in Children's and Children's Workforce.

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.

Cambian Spring Hill School employs approx. 84 staff.

## Gender Status of the Home and Positive Role Models

Staff working at The Acorns 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.

## 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.

Referrals are managed by the Principal, Registered Manager and Head of Care in the first instance who undertake robust desk top suitability and placement match checks. If required, our Clinical Team will review documentation to support next steps. Throughout the referral process, consideration is given to how children will adapt to the new environment and how the service can meet the needs of the individual.

Following agreement to assess, the Registered Manager, supported by our Admissions and Transitions Coordinator and Head of Care, meet with the child and their parents/carers and other key stakeholders as appropriate; this usually takes place in the child's current home, school or care setting. We expect that all children and their families, if appropriate, come and visit Acorns Cottage during the assessment process. It is important that children are as involved as much as possible throughout so that we can consider their wishes and needs.

If all parties are happy a placement offer will be made and an agreed transition plan will be formulated; this will be managed by the Admissions and Transitions Coordinator.

It is essential that children and staff at The Acorns Cottage are kept safe from harm. In the event that retrospective information of significant concern is passed across, which is at risk of compromising the best interests of children following a placement offer, the Registered Manager and Principal of Spring Hill School, will not hesitate to withdraw the offer.

Admissions can take place at any time during the year if there is a suitable place available. Referrals and enquiries can be made through the Cambian Admissions Team or directly to Cambian Spring Hill School 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. We have a detailed Admissions Policy, which is reviewed annually and available on request.

### Emergency Admissions

The Acorns does not provide respite care or emergency admissions