

## Statement of Purpose- Abbey School (Residential Provision)



Abbey School for Exceptional Children

3-6 Abbey Green

Chester

Cheshire

Ch12HU

Principal: Dr Katy Lee

Residential Care Manager: Dawn Kervin

## QUALITY AND PURPOSE OF CARE

### **1. A Statement of the range of needs of the children for whom it is intended that the residential provision is to provide care and accommodation.**

Abbey School for Exceptional Children is an independent special school catering for children and young people with complex autism. Our pupils may have additional learning difficulties and/or exhibit behaviours that challenge. All young people who have a residential placement with us are between the ages of 8-19 years old. We refer to the residential element of our school offer as 'Abbey Green', the name of the beautiful buildings in which our residential pupils reside.

The overarching aim of Abbey School is to improve the life chances of our pupils through high quality education, care and therapeutic support thereby, improving quality of life for each young person and their family. Abbey Green will contribute towards this vision by providing outstanding care and waking-day educational and leisure opportunities for young people who are resident with us.

Abbey Green consists of 4 beautifully refurbished mews houses within our school grounds and can accommodate up to 24 Abbey School pupils on a residential placement. Our provision is located within the Cathedral grounds in the heart of the beautiful city of Chester.

All young people have an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs (if placed by a Welsh local authority) naming Abbey School as responsible for their education and care provision. Their strengths and needs will vary and may span a wide range.

### **Abbey Green Principles**

1. Be pupil centred, focusing on improvements in Quality of Life.
2. Provide high standards of care in a safe, nurturing, and happy environment
3. Creating Family values: Parents as Partners
4. To have supportive, trusting relationships with key staff, strengthening core skills supports
5. Access to a meaningful and functional waking day curriculum.
6. Promote physical development through a range of activities and opportunities
7. Promote social development through a wide range of play and leisure activities
8. Promote emotional wellbeing through the expression of feelings and self-awareness
9. Promote cognitive development through an extension of educational targets and a thorough understanding the ways young people develop and communicate their individual needs and choices.
10. To recognise our young people as unique individuals with gifts and talents as well as needs and difficulties
11. Pupil voice: for our young people to be heard and respected

Abbey Green maintains an ethos of individualised and bespoke learning through experience with the goal of supporting our students to achieve autonomy, increased independence and appropriate community access. This goal requires a full transdisciplinary approach to the support plan for each individual. Abbey Green can accommodate up to 30 pupils on residential placements and can offer the flexibility of 3 boarding options:

1. 38 weeks (Weekly) Monday to Friday
2. 38 weeks (half termly) including weekends
3. 41 weeks (Termly) including half term holidays

### The age, range, number, and gender of children for whom it is intended that accommodation is to be provided

Young people will be aged between 8-19 years old with mixed genders. Bedroom allocation will consider age and gender of all pupils. The residential accommodation is divided into family groups of 5, 6 or 8 young people within each of the 4 houses. Bedrooms are split across 2 levels in all houses.

### Details of the ethos, the outcomes that the residential provision seeks to achieve and its approach to achieving them.

Our residential provision exists to enable each of our young people to achieve their best possible outcomes. All areas of our work are dedicated towards achieving this goal.

The key objective for our young people is to prepare them for adult life beyond school. Due to the nature of our pupil's difficulties, this involves targeted support to develop key areas such as communication, socialisation and daily living skills along with the development of enjoyable leisure activities, hobbies and pastimes. Emotional wellbeing is at the heart of our work and all young people are supported to understand their feelings and emotions leading to improvements in self-regulation of behaviour which can otherwise act as a barrier to inclusion and participation. Using the Abbey School pupil voice toolkit, young people are consulted about different aspects of their care, from meals to off-site activities.

We provide essential personal care and support with compassion and in ways that protect young people's dignity whilst promoting their active participation. Not all of our young people will require personal care support, however if they do then we will support this based on their individual needs and preferences. Full details of any personal care requirements are outlined in the pupil wellbeing plans in school and the placement plan information for Abbey Green.

We are located within the city of Chester just a short walk from a wide range of local shops and leisure facilities. We are 10 minutes from the mainline railway at Chester station with nationwide connections. The area has been risk assessed as a suitable low risk location for a residential special school.

Our Care teamwork in partnership with education staff which enables smooth transitions between home and school on a daily basis. Our work aligns with the Abbey School BAGS model of always moving our young people closer to achieving...

- Belonging and Connection
- Autonomy and Control
- Gifts and Talents
- Sense of Self

### A description of the accommodation offered, including— How accommodation has been adapted to the needs of children.

Pupils are accommodated in four mews houses in small living groups which vary from seven to eight young people. Each house has its own outside space to the rear of the property with a secure back gate which has fob access for approved staff or contractors.

To promote socialisation young people may be educated in different groups at school to those who they live with. Whilst we make every effort to ensure this happens there is the possibility that young

people may share a class with those they live with. This enables young people to experience living with others and to develop relationships and tolerance of other people.

Each house has its own lounge with dining area and separate kitchen. Bedrooms are split across 2 floors. Some bedrooms have ensuite facilities. Each floor has a family bathroom shared across a maximum of 4 young people. Some bedrooms are shared occupancy and access the family bathroom. Shared occupancy rooms have a pressure mattress alarm which enable staff to know when anybody is out of bed providing an additional enhanced layer of safeguarding protection for those who share a bedroom. In addition, all shared occupancy rooms have a privacy wall clearly marking a divide within each room to enable those who share to have their own space. There are plenty of electrical sockets with USB points. There is an internet connection point for direct access to the internet, this is filtered. Young people are placed into a particular age bracket, which will filter the internet safely based on their age and cognitive ability. Each bedroom has a wireless point in each bedroom allowing personal devices to be connected to the Wi fi. All Children and young people are encouraged and supported to access the internet via the Wi-Fi system for safeguarding purposes.

There is a range of bathing facilities in each house from single occupancy ensuite bedrooms and family bathrooms. Each house has separate toilet for staff or visitor use.

Abbey Green is set within the main school grounds. Pupils resident with us, therefore, have full access to the outdoor equipment in both the primary and secondary playgrounds, PE equipment and the school field. The accommodation and facilities at Abbey Green provide a homely environment specifically designed to meet the needs of young people, for whom a shared living experience can frequently be a challenge. The environment is made safe for our young people in through a range of subtle but effective adjustments and accommodations.

### The house

Bedrooms are allocated based on a thorough assessment of need and preferences of the young person and their circle of support. This will take into consideration the needs of the young person, gender, ages, behaviours and compatibility (in the case of shared rooms). Those who reside together will be no greater than a 5-year gap between the oldest and the youngest. Families are encouraged to add additional personal touches to the bedrooms by providing photos, toys and personal belongings, in line with an environment suitable for a young person with autism. The school will continue to provide a school uniform. All additional clothing is provided by parents or staff may shop with the young person to purchase items and promote a sense of self through personal choice; this allows for the necessary teaching of vital daily living skills.

### Bedrooms

Everyone needs some time to themselves every now and then. The opportunity to spent time in their bedroom is available to all young people should they wish to do so. Each young person will have a keyworker in the day school provision and a keyworker in the residential team. The key worker will help the young person to personalise their bedroom/personal space based on their likes and preferences. The team, in consultation with the family and the young person concerned will ensure that bedrooms feel homely and comfortable to the young person. The staff team will help to maintain the personal space keeping it clean and tidy, whilst encouraging participation from the young person in taking responsibility for their belongings as they grow older.

Each bedroom has a bed, wardrobe, desk, chair, and bedside cabinet. There is a lockable draw for personal items. Staff can keep valuables safe in the staff office. Staff will monitor bedrooms and clean daily to maintain our high standards. Food will be eaten downstairs in the communal areas, lounge or kitchen. Drinks and snacks are allowed in the individual bedrooms; however, this will be monitored to prevent a deterioration in the living environment. Some of the houses have an additional activity room which can be used as additional living/leisure space for young people. These rooms are available during after school until bedtime and again in the morning once the morning routine has been completed. The flexibility of these rooms allows young people to have a separate chill out zone from their bedroom should they wish to use it.

We welcome visits to the houses but politely request visits are booked in advance via the Residential Care Manager or her deputy. This is to ensure that all young people have the visits they need but whilst keeping disruption for our vulnerable young people to a minimum.

Everything down to the bedding and linens is chosen to provide each child with the same kind of living environment they might have at home. Individual tastes can be accommodated and children can decorate their rooms as they wish. The choice of furnishings and equipment have been informed and guided by what staff and managers would choose for their own children. If they would not have something in their own homes, it is not good enough for the young people who reside at Abbey Green.

### Lounge/Kitchen

The children relax and eat in pleasant and spacious lounge and dining areas. The lounges are equipped with a TV and have a good selection of toys, books and traditional and electronic games that are regularly renewed and added to. The furniture is colourful, attractive and provides plenty of varied seating options for the children, enabling them to enjoy some personal space or join with others as they wish. Therapy and quiet spaces are provided within the home area for children to spend quiet/calm time. There is an activity room which can be used as a relaxation area with soft furnishing and mood lighting where children can elect to spend calm time either alone or with staff.

### Bathrooms

The bathrooms provide plenty of showers, baths, basins, and toilets to meet the needs of the young people and afford privacy when they need it. Some rooms have an ensuite bathroom whilst the other rooms can access two other bathrooms. Each house has 2 family bathrooms and 1 single toilet. Across the four houses there is 8 family bathrooms, 6 ensuite bedrooms, 4 single toilets, 3 of which are situated on the ground floor with one house having an additional single toilet on the first floor. Staff use the ground floor single toilets.

### Supervision

During the waking day each child is always supported by at least one member of staff. The Young people will leave Abbey Green no later than 09:00am each morning. They will walk towards the school via the pathway entering the main school, where they will be greeted by the class staff. After school the evening staff will go to the same drop off point to escort young people home to Abbey Green.

The care team will then support young people to engage with their evening activities and routines. At night, children are supervised by waking night staff. We have 1 Waking Night Staff member to every 3 young people, unless additional night-time support is identified as needed through admissions assessment or through a continuous review of needs. Once each house is at full capacity, there will be 2 Waking night staff per house, with no more than 8 sleeping young people.

Abbey Green has a team of staff who are skilled and able to cook. Menus are planned weekly in advance and work on providing the key nutrients to support young people as they grow. We have access to the knowledge and support of the school cook to help prepare wholesome and nutritious meals to suit the individual dietary preferences of each child. We support young people who have dietary issues use as Gluten free diets or who have medical conditions which require a specific diet. All staff have completed a food hygiene certificate.

## THE ABBEY SCHOOL MODEL PROVIDING BAGS OF SUPPORT



We use evidence-informed practice to promote positive outcomes for young people

We offer a rich total communication environment, which supports pupils to communicate using a variety of communication modes, and creates multiple opportunities for all young people to practise these skills as they develop as competent communicators. Based on the work of Money and Thurman (1994), we consider pupils' communication within the context of their:

**Means** – the methods they have available to communicate, these may include, but are not limited to; spoken words, signs, symbols, gesture, body language and expressions.

**Reasons** – the various communicative purposes that pupils may wish to convey, including requesting, negating, sharing emotions, gaining attention, making choices, sharing jokes, initiating and responding.

**Opportunities** – how the boundaries of the environment can be considered to allow for the optimal number of communication opportunities. We consider communication partners’ skills and responsiveness, shared interests, engaging activities, time available for communication, friends and accessible systems.

## Values

Every decision we make is framed in the context of the Abbey School BAGS model:

**B** – Belonging and connection – being part of a community and having a network of valued relationships.

**A** – Autonomy and control – having influence over day-to-day and life defining matters.

**G** – Gifts and talents – doing even better the things that are done really well and learning to do things that are important but may not be done at all.

**S** – Speaking, listening and a sense of self – communicating effectively in a variety of ways not just speech, and having an identity that defines who I really want to be. We believe a positive and proactive approach is vital to supporting and addressing individualised pupil’s needs.

Our BAGS framework acts as a sense check to ensure that we are always coming back to what is important both to and for our children and young people.

A transdisciplinary team including speech and language therapists, occupational therapist and behaviour analysts offer a range of supports and interventions both in the school and home environment. Abbey Green staff are trained to embed any supports or interventions via our in-house transdisciplinary team.

## Children’s rights

Recognising the rights of the children is central to the ethos of Abbey Green. Staff receive training in ensuring that the rights of the children are met at all times, and that if the young person themselves cannot take the responsibility that affords them those rights, the staff act on the child’s behalf using the ‘best interests decisions’ process. We have a written policy entitled ‘Rights and Responsibilities of Children at Abbey Green’ which gives practical advice to staff regarding the rights of the child when he/she is off the premises. Abbey Green staff recognise the Charter of Children’s Rights (Convention on the Rights of the Child). We place the rights of the children and young people who use our services at the forefront of our philosophy of care. We seek to advance these rights in all aspects of the environment with the services we provide and to encourage our young people to exercise their rights fully.

Every child has the right to a wholesome family life.

Every child has the right to be raised well and become contributing members of society.

Every child has the right to basic needs.

Every child has the right to access what they need to have a good life.

Every child has the right to education.

Every child has the right to play and enjoy their youth.

Every child has the right to be protected from danger.

Every child has the right to live in a productive environment.

Every child has the right to be cared for in the absence of their parent or guardian.

Every child has the right to freedom and peace

### **Privacy**

We recognise that life in a communal setting and the need to accept help with personal tasks are inherently invasive of our young people's privacy. We therefore strive to retain as much privacy as possible for our young people whilst keeping them safe.

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

Abbey School welcomes children from a wide and diverse range of backgrounds. It is non-denominational, and staff show respect for all religions and cultures. Cultural differences are celebrated and shared where possible and appropriate. Some of the children who live at Abbey Green come from homes where English is an additional language. Staff come from a wide range of cultural backgrounds and will converse with a child or his/her parents in their own language where they can. Where this is not possible then the use of a translation service will be secured.

Where there is a barrier to communication because of a child's linguistic difficulties, augmented communication is promoted at a level appropriate to the individual child. For example, symbols or applications on an iPad might be used to support communication. As part of the pre-admission process the Residential Care Manager ensures that information is provided about the child's religious or cultural needs. Careful discussions with parents allow the staff to ensure that customs and practices from home are, wherever possible, continued and valued within Abbey Green. Where parents/carers would like their children to attend a place of worship on a regular basis, staff make appropriate arrangements to facilitate this.

### **Details of who to contact if a person has a complaint about the home and how that person can access the home's complaint policy**

A formal procedure exists for making complaints and on admission children's families are made aware of the complaints policy, via the document Parents Guide to Abbey Green. The policy and procedure are available on the school website. Abbey School takes any complaint seriously and treats them confidentially. All complaints are treated impartially and in accordance with the procedure set out in our complaints policy. No complaint results in a child or their family being treated unfavourably. All complaints are recorded, and school senior leadership team monitor the complaints' log.

### **Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or behaviour policy.**

The staff at Abbey Green are proactive in promoting the welfare of our young people and understand the importance of safeguarding the children for whom they provide care. All staff receive full safeguarding training during induction and annual safeguarding refreshers. The following guidelines form part of the safeguarding policy which forms part of all staff induction and remains a core feature in all staff supervisions.

- all staff have a duty of care and a duty to respond to, and report, any suspicion of abuse, or any child who may be at risk of any significant harm or abuse
- no member of staff will ask leading questions
- all information will be passed on immediately to the DSL
- all staff receive annual training in Safeguarding Children
- managers receive Safeguarding Children's training up to level 3 (now known as Inter-Agency Working in Partnership)
- all safeguarding issues are reported via the My concern system, and this is monitored by the DSLs for the school/Residential setting and shared with the Local Authority.
- when a referral is made to the local safeguarding team it will be sent within 24 hours receipt of information
- information will be sent to the LA, the LADO and Ofsted within 24 hours
- all information will be dated and signed and kept in a locked drawer
- The staff recognise the Charter of Children's Rights (Convention on the Rights of the Child)

Young people at Abbey Green are always very well supervised. We have a 1:1 pupil to staff ratio across the waking day due to the complex needs of our young people. Staff are encouraged to eat with young people during breakfast and evening meals. This allows for positive role modelling of key social interaction and social development skills. This will enable young people to observe social interaction and learn via observation and practice. Bullying is not a feature of the way in which children who live in Abbey Green interact with one another, largely because their autism often means that they have no intention of hurting their peers. Staff are aware of the needs of the young people and therefore they can support and prevent any behaviour described as bullying. Please refer to the school's counter-bullying policy and procedures.

The children who reside at Abbey Green all have autism and/or associated Learning difficulties. They generally do not choose to absent themselves from the home. Nonetheless Abbey Green has in place a missing child policy which states that Abbey Green adheres to the Joint Protocol 2014 - Children and Young People who Run Away or go Missing from Home or Care produced by Cheshire West and Chester Local Safeguarding Children's Board. Abbey Green's missing child policy sets out the steps the home will take in the case of a child being absent without permission. The policy also sets out details of staff roles and responsibilities in case a child goes missing.

On occasions children enjoy home visits. Parents who are unable to return the children on the agreed day are expected to contact Abbey Green to explain the circumstances that are preventing their child from returning at the planned time. If a child does not return as planned, and no communication is received from parents, staff follow this up and inform the appropriate authorities.

The school may call for the placing authority to review a child's care plan where the child has been persistently absent from the home, or if the child is considered to be at risk of harm.

The Care Planning, Placement and Case Review (England) Regulations 2010 places a duty on the local authority to react to this request. Likewise, the host authority may request additional care reviews if they consider a child to be at risk of harm.

### Views, wishes and feelings

#### A description of the home's policy and approach to consulting children about the quality of their care

The young person's voice is of prime importance in the running of Abbey Green successfully as a home. Wherever possible, and at a level appropriate to the child's needs, children will be involved in contributing to decisions about their care. Daily planning using picture communication symbols, visuals or a particular communication aid will be used to support, and gain the young person's wants, wishes and feedback. A weekly house meeting with staff and young people will provide opportunities for the young people to engage with the day to day running of the home by suggesting activities, considering planned menus, arranging chores, and expressing their views in general. Staff might do this meeting in small groups or on a one-to-one basis depending on the best way to ensure that each young person can signal their likes and dislikes. This is to ensure that everyone's voice is heard regardless of their level of communication difficulties.

Young people are encouraged to attend their LAC reviews and to contribute to the setting of targets. Regular meetings are held with primary carers to review the targets in young people's care plans and raise any issues they wish to discuss. As a child centred provision, we will ensure that the young person's voice is heard through these meetings. With access to an advocate to speak at meetings and represent the young person if they should require it. Staff will actively listen and record the young person's views utilising the Abbey School pupil voice toolkit.

Young people are made aware of the complaints procedure that exists for Abbey Green at a level that is understandable for them and are encouraged to voice concerns and worries as they arise. Some of the children who reside at Abbey Green may be unable to communicate their views about the quality of their care. Special arrangements are therefore made for an adult who acts independently as the child's advocate to spend time each half term, experiencing life in a residential School from the child's perspective. The advocate is commissioned from the National Youth Advocacy Service (NYAS) and this person will become known to the child but will not be involved in their care. The advocate will spend time 'in the child's shoes' and then feedback what they liked about their experience and ask questions about things they were not sure they liked. The advocate's reports are regularly reviewed by the school senior leadership team and action is taken where required.

#### A description of the home's policy and approach in relation to - Anti-discriminatory practice in respect of children and their families

Abbey School prides itself in being a vibrant multi-cultural environment with a strong emphasis on equality and diversity. We place importance on our PSHE and SMSC curriculum promoting tolerance and acceptance and have a thorough counter-bullying policy in place.

The promotion of strong political or religious views within the home, by any members of staff is strictly prohibited. Children and young people however are free to have their own political views as they learn about the world.

Discrimination against children or their families on any issue including racial identity, physical appearance, sexuality, age, religion and disability will not be tolerated. It is the responsibility of staff and management to challenge any discrimination where it is apparent through the robust policies and procedures in place at Abbey School.

Abbey Green provides placements to children and young people based on whether the child meets the admissions criteria and whether the home can meet the child's needs. Staff are recruited purely on merit and their ability to do the job

- those responsible for arranging placements and recruiting staff are aware of both positive and negative discrimination, and act accordingly
- all staff are required to be aware of and challenge discriminatory actions whatever their source, including those of their colleagues and young people living at Abbey Green tackling discrimination is a process of education not punishment
- children at Abbey Green are supported to practice the faith of their or their family's choice and where necessary appropriate support and advice is provided by staff or from recognised sources within the child's chosen faith group

#### Details of provision to support children with special educational needs

All young people who reside at Abbey Green have an Education, Health and Care Plan or a Statement of Special Educational Needs (if placed by a Welsh local authority). All pupils have autism and may have additional learning difficulties, associated conditions and/or behaviours that challenge. Some may need help with their communication as they have difficulties in communicating their needs, ideas and thoughts. Augmentative and alternative communication systems are in place in our total communication environment to support all pupils to communicate effectively.

Young people residing in Abbey Green are highly reliant on structures and routines due to the nature of how their autism impacts them. Various techniques are utilised to support our young people designed around the needs of each individual pupil for example, some children respond best to picture prompts and others to verbal or gestural prompts or perhaps objects of reference. Young people residing at Abbey Green are vulnerable due to their autism and are supported on a high staff ratio to enable them to access the community, develop independence, and to live full and active lives.

Abbey School is a residential special school and details of the school curriculum model is provided in the school curriculum policy. This policy is developed and reviewed by the curriculum lead, Deputy Principal Mrs K Holloway, and she links with the residential care manager to ensure effective planning and delivery of the 24-hour curriculum. All young people who attend Abbey Green also are pupils at the day school provision.

Abbey School is registered with the DfE to provide education for up to 75 Pupils, with capacity for 30 young people to reside in Abbey Green. Children at the home attend school from 08.50 am to 15.15 Monday to Friday. The school is staffed with qualified teachers,

Learning Mentors, Behaviour Analysts, speech and language therapists and occupational therapists. The school curriculum is bespoke to the school, built around the National Curriculum and divided across key stage groups, which are adapted to individual pupils' cognitive ability and assessed needs to ensure that every child achieves their best possible outcomes.

Through the curriculum, we seek to broaden the experiences, knowledge, skills, ability to communicate, confidence and independence of each pupil. Our curriculum places a strong emphasis on developing functional, socially significant, life-enhancing skills and knowledge, and on teaching appropriate behaviours. We focus on developing the key skills of communication, social interaction, cognition, independence, physical development and selfcare; all of which are transferrable skills that will equip pupils for life beyond Abbey School.

During their time at the school, each pupil will follow a personalised pathway through the Abbey School curriculum, including individualised goals drawn from their EHCP or Statement of SEN. We use evidence-based practice to identify the unique strengths, needs and learning profile of each pupil to personalise our school curriculum to best meet the needs of our cohort. Our curriculum has the flexibility to address the individual and very specific needs of each of our pupils and is characterised by providing learning, which is personalised, specialised, intensive, goal directed, outcomes focused and is guided by pupil performance.

Abbey Green operates a 24-hour curriculum which residential staff are skilled in delivering through daily personalised targets. The benefit of Abbey Green is the ability to help embed these skills into daily life routines, therefore making a positive impact upon the young person. The staff in the homework closely with the teaching staff to ensure that learning and skills from one setting are developed and practised in the other. Through this seamless transfer of targets and skills between home and school, we seek to broaden the experiences, knowledge, skills, ability to communicate, confidence and independence of each pupil.

Resources are shared between home and school and children can access class-based resources outside school hours

### Enjoyment and achievement

There are arrangements for enabling children to take part in and benefit from a variety of activities and experiences that meet their needs and develop and reflect their creative, intellectual, physical, and social interests and skills.

Abbey Green provides the children with a range of enriching and engaging activities outside the time spent in the classroom. Staff in the home follow the 24-hour curriculum planning provided by the school and ensure that children are offered a wide range of experiences which may include visits to:

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- places of interest, including historic buildings, nature reserves and parks
- leisure facilities which provide activities such as ice skating, horse riding and swimming
- adventure playgrounds and recreational and sports facilities for PE, games, and other activities such as ten pin bowling
- country parks and the seaside
- local sites of interest such as farms, shops, and garages

During half term holiday periods children can access the local community on planned trips these are organised with the interests of the young people at the forefront of planning. Children are

encouraged to join local groups such as youth clubs and are given the support they need to enable them to access these activities.

Strong emphasis is placed on the children developing their own cultural heritage and identity and widening their understanding of other cultures. Arrangements are made for children to attend places of worship where they or their families wish. Food can be a great motivator for children with autism and provides a very easy and enjoyable way of helping children to learn about the way in which people from other cultures and countries share mealtimes and to sample the types of food they prepare.

The children regularly go out for meals in a local café or restaurant so that they can observe and learn the social skills associated with such occasions. Close links are maintained between the school and the home and children are supported to engage with any homework tasks they have been set. We focus on enjoyment through reading as a key part of learning and have access to the local library at the Story House. All Abbey Green young people are encouraged to join the local library.

Some of the young people who reside at Abbey Green will have difficulty in organising and managing their own leisure time because due to the nature of their autism and/or learning difficulties. Staff support these young people providing a wide variety of enriching experiences in order to ascertain the young person's likes and preferences. Most of the children enjoy playing on computers or games consoles and, whilst this is encouraged, staff monitor usage carefully to ensure that the time spent on such activities is appropriate and proportionate to the other activities on offer. Children have internet access, but this is regulated in line with Abbey School's e-safety policy.

**Health- Details of any healthcare or therapy provided including -**

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

Young people access therapy as specified in their EHCP, Statement and/or placement plan, and is agreed with the child's parents and placing local authority. Abbey School employs our own team of transdisciplinary therapy staff who are all qualified and registered in their professional field. Our speech and language therapists and occupational therapists are professionally qualified and registered with the Health Professionals Council. Our Behaviour Analysts all have an MSc in behaviour analysis/ positive behaviour support, are Board Certified Behaviour Analysts and are registered with the Behaviour Analyst Certification Board and the UK society for Behaviour Analysis. Where young people require access to a therapist who is not employed by Abbey School then this service is commissioned in, and our safer recruitment policy is utilised to ensure appropriate qualifications and DBS checks are present.

Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or evidence can be accessed is discussed during termly progress review meetings for each pupil. In additional transdisciplinary team meetings involving the team around the child occur for each class group on a weekly basis. Our therapists are always onsite and available to support young people and to provide training, supervision and support to staff in implementing programmes and interventions for young people. Therapists have regular and ongoing input into Abbey Green, to help best support the young people to achieve.

All reports are stored securely both electronically and in young person's Residential file. We use Office 365 and share point to access young people's information. This allows the electronic footprint to be created for accessing documentation. Permissions are limited on share point for accessing confidential reports.

All information about the work of the therapists with the children are stored electronically on a secure server as well as in secure files in dedicated offices in Abbey Green. These are accessible only to authorised personnel. This information is made available to parents, guardians and placing authority on request and in line with reporting cycles and regulations. All therapists have regular input into the young person's life. They deliver direct therapy set out In EHCPs or Statements and feed into the weekly class progress meetings.

### **Positive relationships-** The arrangements for promoting contact between young people, their family and Friends,

Except in circumstances that have been specified by a court order, or agreed as part of the care plan, every effort is made to enable children to maintain contact with their family and friends. Family relationships are important for all concerned and it is a priority for our young people to maintain contact with their parents and other significant people in their lives in the most appropriate way for the young person and his/her family. The arrangements, which will include home visits, contact by phone, Microsoft Teams, email or post, and visits from parents to the home are written into the child's care plan and staff support the child in managing and preparing for the contact according to their individualised needs. Where young people are limited by their cognitive ability and lack the necessary skills to use modern technology independently then the residential staff team will ensure that adjustments are made to ensure that technology is accessible, and contact is supported. As a provision we use Microsoft Teams for online communications. We have an Abbey Green account where parents can connect to their child should they wish to do so. We will support parents to connect with their child, complete bedtime stories and encourage positive interactions and relationships.

Where appropriate children have a personal email address, and items of post or emails are passed to the child by care staff immediately. The home makes regular and at least weekly contact with the child's parents to keep them informed about how their child is getting on and school sends home regular updates on school activities. Care staff can access the school Weduc app, this allows for effective communication with parents and gives an overview of the young person's day. Residential staff will be able to add on to this during handover.

### **Protection of children-** A description of the home's approach to the monitoring and surveillance of children

Electronic surveillance equipment used within Abbey School and Abbey Green for security and safeguarding purposes. Within Abbey Green the CCTV in operation covers only circulation spaces and therefore, does not cover young people's bedrooms, bathrooms or social/leisure areas. The CCTV in operation covers the front entrance of the four houses and covers the gardens and rear entrances. We have 5 external cameras covering the 4 rear entrances to the property and 1 covering the side entrance to the houses. Access to CCTV is limited, and staff must email [CCTV@abbeychool.com](mailto:CCTV@abbeychool.com) with a justifiable reason for the accessing.

The school site faces into a public area therefore, the CCTV is internal to the school entrance and signage indicates this. There is public right of way in front of the main day school building leading to the city walls. Abbey Green has public car park to the side entrance accessible via a fob only gate, this is also covered by CCTV and has good lighting. There is public access to the rear of all four gardens via an alley, therefore, each garden gate has fob access for Security. We have a positive relationship with the neighbour at number 7. The CCTV was installed as an added level of security to keep our young people safe by monitoring whoever comes in or out of the building at all times. Please refer to the CCTV policy for further details.

Access to the front of the school is limited, and via an electronic bollard. This is released only via allocated people having a fob or by ringing the school reception. On entering via the bollard, the reception must have a name and reason for visit to the school. The visitor will then be allocated a space to park and greeted at the school entrance via a member of staff. All visitors are asked to pre-book visits where possible; this uploads information such as email address, telephone number and the person, they are here to see, making the signing in process more efficient. All visitors are asked to sign in have a photo taken and wear their visitors badge for the duration of the visit. They must also wear a yellow visitors lanyard to indicate to all school staff that they are a visitor and must be accompanied. All visitors must sign out, return their lanyard and be escorted off site by school staff at the end of their visit.

Visitors directly to Abbey Green can sign in at the main school entrance or at the entrance to the houses via the electronic sign in system in place within the entrance to each property. All visitors directly to Abbey Green must be booked via the Residential Care Manager to the Deputy Residential Care Manager.

The Electronic entry system ensures that visitors are given a clear explanation of the Safeguarding system at the school, who the designated safeguarding lead is and how to contact them.

#### Details of the home's approach to behavioural support, including information about the home's approach to restraint in relation to children.

Abbey School uses a robust framework of Positive Behaviour Support to assess, promote and evaluate behaviour change in an ethically and culturally sensitive way. It is the most up-to-date, effective and evidence-based approach to supporting behaviour change. PBS combines a comprehensive system of universal enrichment and nurturing, with focused support when that is required. Our team of highly trained behaviour analysts devise, implement and evaluate strategies for addressing behaviour of concern and behaviour described as challenging. Such supports are multi-component, based on an understanding of why behaviours may be occurring and are constructional. That is, support focuses on building new skills, rather than simply eliminating unwanted behaviours. All staff are trained in positive behaviour support and our onsite team of Behaviour Analysts provide ongoing support and training for staff in this regard.

Where young people are in crisis and are at immediate risk of injury to themselves or others, staff are fully trained in the use of Team Teach positive handling techniques. We have three advanced Team Teach Tutors and two intermediate tutors on site. In addition, by the end of the summer term 2022 we will have an additional two staff trained to intermediate level making our Team Teach tutor team a team of seven. Our Team Teach lead and coordinator is a member of the school senior leadership team. We manage training in house and complete 2-day training, followed by the required 6 hours. As we are a new provision additional team teach sessions are available on request to embed skills and support the team to feel confident to manage behaviour. We have access to the

Behaviour Analysts during the day to address and focus on behaviours of concern. Although residential and school provision operate at different times, we offer a coherent and consistent approach to behaviour support.

Team Teach is a BILD accredited method of supporting behaviours that challenge. This method of behaviour management was selected by Abbey School because it focuses on de-escalating situations and redirecting young people rather than the use of physical interventions. Restraint at any level is used only when there is no other alternative and someone is at risk. All staff are made aware that restraint, when used, in relation to a child must be reasonable, necessary and proportionate.

The principles centre around the management of behaviour at different levels – low, medium, and high. Low interventions are largely defined as ‘touch’ usually on the upper arm and usually for reassurance for the child. Medium interventions include light pressure on a child’s arms to guide them somewhere safe or safer. High level interventions include restricting a child’s movements when to avoid doing so might lead to them causing themselves or others harm. Technically any of these interventions are deemed to be restricting a child’s liberty and as such are to be recorded in the restraint logs.

All staff have access to the team teach website with additional videos of techniques. They also have access to Educare staff training online with a CPD module called ‘Use of Reasonable force’. Our school focus is on understanding the function of the behaviour and breaking it down to help the young person process and develop. Please refer to our Positive Handling Policy for further information.

Staff are fully conversant with our Behaviour Policy. All staff electronically sign key policies indicating that they understand and agree to work within the policy and are compliant when it comes to the management/support of behaviours.

### **Theoretical and conceptual model**

The theoretical and conceptual model at Abbey School is Positive Behavioural Support (PBS). Positive Behavioural Support is a framework of values and approaches that have a clear and strong evidence-base. PBS approaches are derived from the scientific analysis of human behaviour and other related disciplines; they address pupil-focused quality of life goals and maximise stakeholder involvement.

### **Prevention**

PBS emphasises the prevention of challenging behaviour. Level one prevention creates environments that are attentive and responsive thereby making challenging behaviour considerably less likely to occur. By ensuring the environment is able to meet the individual’s needs the challenging behaviour becomes unnecessary.

### **Good Behaviour Matrix**

The primary focus of behavioural support is on teaching and rewarding socially appropriate alternatives to behaviour that is inappropriate or that may be challenging. A core component of prevention is ensuring that behavioural expectations are clear and specific. Where appropriate and to aid clarity, examples of desirable behaviour are described and specified for individual pupils in a variety of different situational contexts so that a pupil knows what is expected across contexts and staff are able to provide positive and corrective feedback in a consistent manner.

Table 1 Example: Good Behaviour Matrix

|             | Be safe                         | Be proud                                      | Be kind                             | Be responsible  |
|-------------|---------------------------------|---|-------------------------------------|---|
| Classroom   | Keep hands and feet to yourself | Share your best work                          | Use kind language                   | Do your assigned class job                                |
| Playground  | Use equipment properly          | Return equipment used to its storage location | Share equipment                     | Wait your turn  |
| Dining room | Wash your hands before meals.   | Keep your area clean                          | Wait in line (on the queuing feet!) | Return your tray to the hatch and put rubbish in the bin. |
| Corridor    | Walk at all times               | Help pick up things people drop               | Give personal space                 | Keep volume to conversational level                       |
| Community   | Stay with your teacher          | Take care of your appearance                  | Wait in line where you need to      | Carry your belongings with to                             |

### Positive relationships and approach

Positive staff-pupil relationships are key to supporting challenging behaviour. The school focusses heavily on forming these relationships to allow staff to understand the young people they support and create a strong foundation from which behavioural change can take place. Teachers and Residential Staff will implement a number of strategies to establish positive relationships with their pupils – these may include:

- Understanding pupil’s histories via an enhanced assessment period when transitioning to the school/residential.
- Creating a positive environment where every pupil feels comfortable, heard and respected.
- Building a rapport and secure relationships with core members of staff.
- Showing an interest in and integrating in to teaching and learning each pupil’s interests, talents, goals, likes and dislikes, and their family.
- Enriching the day with high levels of engagement for pupils including breaks and dinnertimes.
- Welcoming pupils as they enter school, into the classrooms and in to residential.
- Using preferred functional communication systems.
- Providing choices continuously throughout the day.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

### Behavioural Escalation

Level two prevention occurs in response to changes in behaviour (e.g., precursor behaviour

signalling an increased risk of challenging behaviour). Secondary prevention procedures are individually tailored and documented for each pupil within his or her Positive Behaviour Support Plan (PBSP).

The third level of prevention occurs in response to the onset of challenging behaviour. Although reactive, level three procedures prevent a challenging situation from worsening and seek to resolve the situation as quickly and supportively as possible. Level three procedures are individualised and documented as a component of the PBSP.

### **Minor inappropriate behaviour**

Minor inappropriate behaviour refers to behaviour considered ordinary or typical within childhood. Examples of minor inappropriate behaviour might be described as being cheeky, slow to follow instruction or boisterous. Behaviour in this range is dealt with fairly, equitably, and constructively by staff. Minor inappropriate behaviour may be recorded, but would not normally be the subject of formal assessment or intervention.

### **Behaviour of Concern**

A behaviour of concern is behaviour that is persistent, damaging or limiting (interferes with learning or development or opportunities for engagement in social or community activities), or that may develop into more serious challenging behaviour. Behaviour of concern warrants focused intervention that is proportionate and timely, and based on a prior analysis of the evocative and maintaining variables which allows us to understand why the behaviour is occurring, what needs are being met by the behaviour and how the environment can be adapted so that the behaviour is no longer required to meet that need. The impact of intervention is evaluated for a period of time that is sufficient for us to be able to demonstrate that the desired outcomes are well established and will continue into the future.

### **Behaviour that Challenges**

Challenging behaviour is behaviour whose frequency, intensity, or duration is such that the personal safety of the individual or others is compromised, and/or that impedes opportunities for learning, development, and growth, and/or restricts opportunities for meaningful participation in community life. Challenging behaviour is the subject of function-based, multicomponent intervention, based on a prior functional assessment as described below. The impact of intervention will be evaluated in context for a period of time that is sufficient to be able to demonstrate that the desired outcomes are well established and will continue into the future.

### **Assessment procedure**

Assessment procedures are selected that best match the behaviour that is being assessed and the contexts in which it is occurring and include tools such as:

- Rapid Assessment of Function (RAF).
- Behaviour of Concern Assessment (BOCA).
- Descriptive Functional Assessment Guided Inquiry (DFA-GI).

Provisional hypotheses may be tested to see if they are accurate, and this may involve using

brief or extended functional analysis (BFA/EFA) methodologies, and/or evaluating intervention effects over a prescribed period of time. All assessments include a period of direct observation and the collection of behavioural data, this will involve using an established method of data collection which may be direct or indirect.

### **Behavioural Assessment**

Where severe and complex behaviour has been assessed using the DFA-GI, a functional assessment report is produced which describes the behaviour(s) assessed and functionally relevant aspects of the physical and social environment. Care is taken to ensure that each report includes a simple and clear analysis statement that can be easily read and understood out of the context of the report, alongside visual summaries were supportive. This is designed to ensure that the findings of our reports are accessible and easier to understand.

### **Multi-component intervention plan**

A comprehensive multi-component functional-based intervention plan is developed for each pupil whose behaviour has been assessed using the DFA-GI. The scope of intervention plans match the complexity and impact of behaviour targeted for intervention. Intervention plans specify a) contributors to the plan, b) a timeframe for implementation, c) outcome expectations for quality of life and behaviour reduction, and d) measurement. Outcomes and intervention procedures are described for:

- Physical, emotional and psychological wellbeing,
- Enrichment and quality of life enhancement,
- Teaching and learning outcomes,
- Replacement or alternate behaviour,
- Focused behavioural intervention,
- Carer supports,
- Resources.

### **Positive Behaviour Support plan**

For behaviour assessed using other functional behaviour assessment tools a Positive Behaviour Support Plan (PBSB) is developed to specify teaching and learning outcomes, focused support, environmental adaptations along with level 2 supportive strategies to prevent crisis from occurring. Where a multi-component intervention plan has been written the team also produces, reviews and updates a bespoke PBSP which specifies and signposts current supports.

### **Leadership and management**

Abbey Green is the residential component of Abbey School for Exceptional Children. The school is led by Dr Katy Lee, Principal. Dr. Lee is supported by a Senior Leadership Team comprising of a Deputy Principal, two Assistant Principals, a School Business Manager and the Residential Care Manager. Dr Lee can be contacted via the school office email below.

**Principal – Dr Katy Lee**

Abbey School for Exceptional Children

10-12 Abbey Square, Chester, Ch12HU

Contact number 01244 960 000

[Principal@Abbeyschool.com](mailto:Principal@Abbeyschool.com) or alternatively [Office@Abbeyschool.com](mailto:Office@Abbeyschool.com)

**Residential Care Manager**

Miss D Kervin

3-6 Abbey Green

Chester

CH12 2JH

[D.Kervin@abbeyschool.com](mailto:D.Kervin@abbeyschool.com)

01244 268333

**Details of the experience and qualifications of staff in the residential provision, including any staff commissioned to provide education and health care.**

| Role                     | Name & Picture  | Qualification  | Experience  |
|--------------------------|---|--|---|
| Residential Care Manager | Miss Dawn Kervin<br> | Bsc (Hons) Psychology<br><br>RMA Level 4 – Leadership and Management<br><br>ILM- level 3 Leadership and Management<br><br>NVQ 3 – Children and young people<br><br>GNVQ Level 3 in Health and Social Care in Children and Young People<br><br>Advanced PBS team Teach instructor<br>Advanced First Aid trained | I have worked in Residential special school for 19 years, before joining Abbey School. I have worked with young people with Autism, Asperger’s, PDA, communication difficulties, behaviours that challenge. I have been success, to be rated outstanding for the last 15 years.<br><br>My passion is around ensuring that young people with autism and communication difficulties have the opportunity to have equal access to life experiences and opportunities. My focus is on creating an environment where young people can thrive, whilst being happy and enjoying the experience of living away from home. It is key we create these opportunities for positive outcomes and life achievements. I have worked extensively in a social care and an educational setting with young people who have; autism, learning difficulties, experienced psychological trauma and exhibit challenging behaviour. I have been Advanced team |

|                                 |  |   |  |
|---------------------------------|--|---|--|
|                                 |  |   | <p>teach tutor for over 16 years and have worked in partnership with the ADHD foundation researching into the impact of diet on behaviour. My interests are my family, Swimming and dogs.</p>  |
| Deputy Residential Care Manager | <p>Mr Michael Brogan</p>  | <p>NVQ Level 3 Health and Social Care Children<br/> NVQ Level 3 Health and Social Care Adults</p>                 | <p>I worked in the Royal Air force for 7 years as a Mechanical Transport Driver. This is where I developed my professional standards and learnt to work as part of a team. On leaving the Royal Air force in 2009, I join the care profession, looking to make a difference to children's lives. I started off working in a Residential Care Home support young people with autism and complex needs. I gained a lot of experience in managing challenging behaviour working as an RSW, Senior RSW and Deputy Manager. My passion is supporting young people with autism and complex needs to enable them to be as independent as possible, whilst having a positive living experience in care. My interests are My kids, Football and Visiting Castles or historical buildings.</p> |
| Team Leader                     | <p>Mandy Ingham</p>     |   |  |
| Team Leader                     | <p>Sian Williams</p>    |   |  |
| Team Leader                     | <p>Toni Cottingham</p>   | <p>NVQ Level 3 CYP Residential workforce<br/><br/> BA (hons) Education Studies and Special Educational Needs.</p> | <p>I have been working with children and young people with SEND for several years, in various settings but mostly children residential. I have 3.5 years' experience in leadership roles, team</p>   |

|                            |   |   |  |
|----------------------------|---|---|--|
|                            |                        |   | <p>leader and deputy children's manager.</p> <p>Interests: cooking, reading and spending time with my family and puppy.</p>  |
| Team Leader                | <p>Mr Mark Rowley</p>  | <p>Level 4 - children and young people.</p> <p>Institute of leadership and management level 3</p> <p>Level 5 Diploma in leadership for Health and Social care children and young people's services,</p> | <p>I have worked in care since 2004, I have worked with EBD, CSE, CCE and also in a disability respite centre, I have worked with young people that have transitioned out of the care system and assisted them into independence and their own properties.</p> <p>I have four children and one granddaughter that I love spending time with.</p> <p>I enjoy riding and maintaining motorbikes and trikes, I love going camping and going out to festivals and shows with my wife and children.</p> <p>An interest that I have taken up lately is helping out at a local stable while my daughter is volunteering.</p> <p>I enjoy playing online games and building computers</p> |
| Team Leader                | <p>Claire Jones</p>  |   |  |
| Residential Support Worker | <p>Sam Parry</p>     | Psychology BSc  | <p>I have worked as a teaching assistant in mainstream secondary schools and specialist SEN schools. Previously worked as a mental health support worker in a forensic service.</p> <p>I enjoy spending time with friends and family during my free time, as well as staying healthy through exercise and playing sport.</p>   |

|                            |   |   |  |
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| Residential Support Worker | <p>Ada Gentile</p>         | Level3 Playwork, NVQ level 3 Childcare, Cache level 2 understanding Autism              | <p>I have worked for over 15 years in education and lately in a Children's Home.</p> <p>I enjoy working with children and young people, building a relationship base on trust and respect.</p> <p>I love travelling, cooking, walking my dogs and spending time with my family and friends.</p>  |
| Residential Support Worker | <p>Ellie Willsher</p>      | Level 3 Children & Young People workforce   | <p>I have a wide range of experiences with working with Children. From working in Schools, Nurseries and with TUI overseas kid's clubs where I supported children with additional needs. Outside of work I enjoy going to the gym</p>  |
| Residential Support Worker | <p>Rebecca Webb</p>       | level 3 Childcare   | <p>I have worked with children and young people for nearly 6 years, most of them being within young. For the past few months of my experience, I have worked within a school on a 1-1 basis supporting two children with additional needs.</p> <p>My Interests are going swimming with my mum, spending time with my family and friends. Also going for days out with my friends and their children.</p> |
| Residential Support Worker | <p>Grace Johnson</p>     | Level 3 Diploma for Children and young people's work force                              |  |
| Residential Support Worker | <p>Jay Merryweather</p>  | Level 2 Health and Social Care Level 3 Health and Social Care NVQ level 1,2,3 catering. | <p>I was a chef for 5 years, I have worked at hickory smoke house and bar lounge. I have worked within residential care for 7 years with autism and other complex needs. My interests are Running, cooking, and spending time with my family.</p>  |

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| Residential Support Worker | <p>Jessica Hughes</p>   | <p>Level3 Diploma for Children and young people workforce<br/> Level 4 Diploma in Advance childcare practice and management<br/> Level 5 Diploma early years</p> | <p>I started off working in childcare with children aged 1 to 5. I did this for 10 years. After supporting a few children with additional needs, I decided it was time to challenge myself and began working with young people with autism in a residential setting. During this time, I worked across three setting including a school which had a range of abilities and needs. My interests are spending time with my family, playing and watching football, drawing and painting with water paints.</p>  |
| Residential Support Worker | <p>Mark Williams</p>   | <p>GCSE</p>  | <p>I am a massive DC comic book fan. I own over a thousand comic books. I was a boxer for 10 years. I love to play rugby and love to read. I enjoy spending time with my fiancé. I love dogs and recently started taking up cooking. I'm part of Rhos snooker club pool team.</p>  |
| Residential Support Worker | <p>Erin Roberts</p>   |  |  |
| Residential Support Worker | <p>Michael Davis</p>  |  | <p>I have 10 years' experience in the health sector ranging from dementia awareness, muscular dystrophy, working with people on the autism and asperges spectrum, and working with the elderly including palliative care.</p> <p>I have enjoyed all my various jobs in the health sector, I have gained a wide range of skills and experience. I have made some great friends in the staff that I have worked with and supported some great people. I have found in all aspects of my wide range of employment that the reward from the job is something you won't get from other types of jobs.</p> |

|                            |  |                                |   |
|----------------------------|--|--------------------------------|---|
|                            |  |                                | Interests (remember this is to go in the statement of purpose) - My interests include going to the gym and swimming, gaining new experiences in my free time and socialising with friends and family and my God children.   |
| Residential Support Worker | <p>Colin Rostron</p>      |                                |   |
| Residential Support Worker | <p>Patrick Mwambila</p>  | Level 4 Health and Social Care | <p>After just leaving the army 2017. I got experience of work as a personal trainer and fitness instructor and still do part time. The key part of this job of being a personal trainer is being able to form relationships with people. Being friendly, approachable and having the ability to motivate people which I can be happy to say I have.</p> <p>I have worked as a support worker for Alternative Futures Group, which is a mental health organisation. I worked with patients of different ages and backgrounds who have autism, many with mental health problems such as: Bipolar, OCD, General Anxiety Disorder, Depression, Schizophrenia and, ADHD. During the time I have done my Health and social care level 4 course.</p> |
| Residential Support Worker | <p>Daniel Nickson</p>   |                                |   |
| Residential Support Worker | <p>Bethan Snowden-Jones</p>  |                                |   |

|                            |  |  |  |
|----------------------------|--|--|--|
|                            |                     |  |  |
| Residential Support Worker | <p>David Payne</p>  |  |  |

Care staff hold or are working towards NVQ3 (Level 3 Diploma/ Currently being replaced with the level 4 Children, young people and Families practitioners’ apprenticeship) and more senior staff hold or are working towards the Level 5 Diploma. There is always a senior member of staff on site from the Abbey Green Leadership team. We have access to the facilities team for emergency out of hours repairs. Safeguarding is managed by the Designated Safeguarding Lead and supported by the Deputy DSLs, two of which are Abbey Green staff. The management team within the residential provision are available to observe the practice of supervision of children for all staff including waking night staff, regularly as part of our monitoring and evaluation procedures.

There is always an adequate level of first aid trained staff on shift every day to meet the basic health care needs of the children in the home. We have a variety of staff trained to level 3 in first aid. All other major health care and medical needs of the children are referred to the local GP and hospitals.

Regular training takes place for staff for Team Teach, Safeguarding and Understanding Autism. The Residential Care Manager coordinates ongoing staff training with record keeping using the school information management system. The school HR team manage all training records. The Deputy Principal and Assistant principal arrange a CPD schedule for staff based on our ongoing self-evaluation and share this via the Abbey School Training calendar.

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

Abbey Green is part of Abbey School and is therefore, led and managed by the Principal and the School Senior Leadership team. Day-to-day operational responsibilities are delegated to the Residential Care Manager who is a member of the school senior leadership team. Our residential care manager is supported by a deputy residential care manager and four team leaders.

**Roles & Responsibilities**

**Proprietor**

The proprietary body is accountable for matters relating to the school and delegates day-to-day strategic and operational responsibility for overseeing behaviour to the Principal.

#### The Principal:

The Principal is responsible for all strategic and operational matters in relation to Abbey School, including Abbey Green.

#### Advisory Body

The role of the Advisory Body is to provide strategic support, challenge, and accountability to the proprietary body and the senior leadership team.

#### Residential Care Manager

The Residential Care Manager is responsible for all day-to-day operations and management of Abbey Green residential provision.

#### Care planning: Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission

Abbey School has a very strong policy of inclusion and welcomes young people from all backgrounds. The home accepts both boys and girls from any geographical area and is non-denominational.

To be eligible for consideration for a place at Abbey Green, young people must fulfil the following admission criteria: -

- have an EHCP
- Have autism or communication difficulties as a primary need
- attend Abbey School for Expectational Children on a full time basis

In addition to meeting the above criteria, young people must also satisfy Abbey Green of their suitability for placement by means of an initial assessment. Referrals for places are usually received directly from a placing authority.

Admissions to Abbey School for a residential placement will be based on the school's ability to meet each young person's needs and Abbey School being named on a young person's EHCP/Statement by a placing local authority.

Each child is assessed through discussion with parents/carers and placing authorities and observation of the child in his/her home and education setting where possible. Most of the children in the home find change to routine very difficult and it is crucial that admissions to the home are carefully managed to ensure that the new children and the children already living in the home are fully prepared for the change that is to take place. For this reason, Abbey Green does not usually accept children on emergency placements or respite placements.

#### Annex A

Residential Team Staff Structure

We at Abbey Green work in one of 4 mews houses, Elm (3), Oak (4), Pine (5) or Ash (6) house. The houses are based on age and ability/compatibility along with a careful consideration of peer relationships and genders. Staff work a combination of full day shift, early shift or a late shift. A full day shift is 07:30am start and 22:00pm finish. Early shift consists of 7.30am start and 16:30pm finish and the late shift begins at 13:30pm and finishes at 22.00pm. Each Residential support worker will work two 14.5 hour days (07:30-22:00) and one 8.5 hour day (07:30-16:30 or 13:30-22:00) to a total of 37.5 hours a week. Each young person will be supported one to one apart from the short break time where they are supported on a ratio of 2 young people to 1 staff member. Staff are placed on rotas to work with different young people to establish effective supportive relationships.

There are waking night staff who work 4 on 4 off shift patterns (21:45-07:45) to support the needs of the young people at night. Waking night staff work on ratios of 1 staff to 3 sleeping young people. The houses 3 and 4 are internally connected for supporting lone working, as are house 5 and 6. The houses have a door alarm system which alerts the waking night staff to the young person's door being opened via a pager. The staff can then scan a QR code detailing the reason why the door was opened. These are logged on each occasion the door opens during the period of time when young people are sleeping. The Residential Care Manager and her Deputy, Principal and Deputy Principal, along with the IT Managers are the only staff with permissions to adjust the night call system. If this happens an electronic footprint will be created, and a rationale will be required. These adjustments will be recorded in the home's communication log, found online via Personal staff log in on Office 365.

### All care workers

The number of staff on shift at any given time depends on the number of young people in residence but there are always enough staff to allow every young person in residence to have at least 1:1 supervision. The number of staff on shift increases in cases where any young person is assessed to require higher levels of staffing. Besides the adequate number of staff required, there is always additional staff available to shift-lead and to support where required.

At night there are least two waking night staff on shift to care for a maximum of 6 young people in residence. This number is reduced if there are less than three young people in residence. This number can be increased temporarily if the need arises. All night staff are required to complete a L3 Diploma in residential childcare or the equivalent if they have not already obtained this qualification.